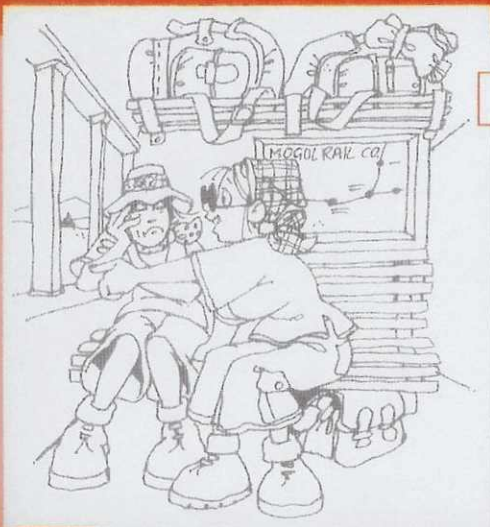




TROUBLE WITH ADJECTIVES, ADVERBS AND PRONOUNS?

*Guided discovery materials, exercises
and teaching tips at elementary
and intermediate levels*

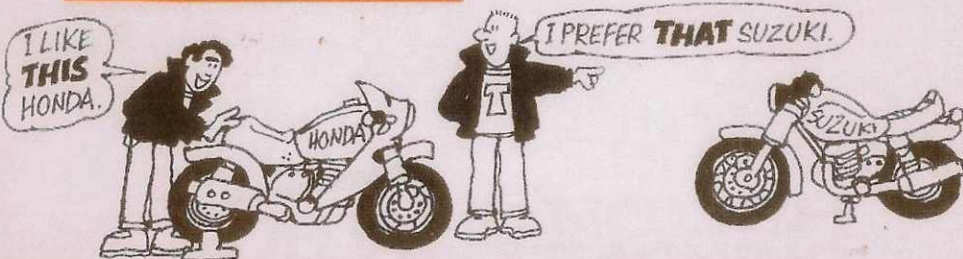
David Bolton and Noel Goodey



WHAT'S THE RULE?



TEACHING POINTS



CLASSROOM ACTIVITIES

PRACTICE EXERCISES



TROUBLE WITH ADJECTIVES, ADVERBS AND PRONOUNS?

*Guided discovery materials, exercises
and teaching tips at elementary
and intermediate levels*

David Bolton and Noel Goodey



**ENGLISH
TEACHING**
professional

TO THE TEACHER

Trouble With Adjectives, Adverbs and Pronouns? contains guided discovery materials and exercises for elementary and intermediate students, together with teaching tips. The book deals with common difficulties that students have with English adjectives, adverbs and pronouns, and helps them to make the correct choice when faced with two or more alternatives. It is particularly useful for remedial work.

HOW TO USE THE BOOK

Each of the 15 units can be approached in the following way:

STAGE 1

WHAT'S THE RULE?



DESIGNED TO PHOTOCOPY

Here, students work on their own.

With the help of pictures and leading questions, **they can work out for themselves** the use of the rule. The *Remember!* box is a reminder of what they have discovered.

They can keep this page in a **personal revision file** for future reference.

STAGE 2

TEACHING POINTS

Students can now work together with you. The material on this page enables you to re-present the rule and tackle the problem in different ways. Of course, you can add your own ideas as well, using immediate contexts or personalised situations.

The *Problem* box lists for you **students' typical mistakes and misunderstandings**.

If necessary, once the **TEACHING POINTS** have been dealt with, students can go back over the sections in **WHAT'S THE RULE?** and finish with a final reading of the *Remember!* box.

STAGE 3

CLASSROOM ACTIVITIES

This page offers you a choice of classroom activities and games where students, often working together in pairs or groups, apply the rule in a number of different contexts. They are often invited to use the rule **to talk about themselves and their own lives**.

STAGE 4

PRACTICE EXERCISES



DESIGNED TO PHOTOCOPY

Here, students work on their own and do the written exercises to check again that they have understood the rule. The exercises are varied and fully contextualised. They provide a **useful objective means of assessing students' understanding**. They can be done in class or at home.

Once you have checked their answers, students can keep this page in their personal file.

NOTES

- Although we recommend the above progression, it is possible to begin a unit with **TEACHING POINTS** (Stage 2) and to use Stage 1 as a follow-up to your initial presentation.
- If you prefer, students can do Stage 4 before Stage 3.
- In **TEACHING POINTS** and **CLASSROOM ACTIVITIES** the class often needs to see a list of sentences. We have kept the lists as short as possible, but, to avoid having to write several sentences on the board, you may prefer to prepare an OHP presentation.
- In **TEACHING POINTS**, the heading *Extensions* introduces supplementary points concerning the rule. If you feel that, with a particular class, some *Extensions* would be unnecessarily difficult, then you need not present them.
- You can study the units in any order you like. You do not need to work from Unit 1 through to Unit 15. This book enables you to work on key grammar trouble spots **as they arise**.

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1

WHAT'S THE RULE?

Adjective or adverb? (*slow* or *slowly*?)

He's a *slow* driver. He drives *slowly*. She's a *fast* runner. She runs *fast*. She's a *good* player. She plays *well*.

A Anna's having a driving lesson.

INSTRUCTOR: Are you *nervous*?

ANNA: No, I'm *fine*.

INSTRUCTOR: OK, now drive *carefully* to the end of the road.

Don't drive *quickly*. Drive very *slowly*.

An adjective describes a noun (a person, place or thing).

An adverb describes a verb. It tells you how something is done.

Answer the questions.

- Do the words *nervous* and *fine* tell you about
a Anna or b how she drives? ☐
- Are *nervous* and *fine* adjectives or adverbs?
- Do the words *carefully*, *quickly* and *slowly* tell you about
a Anna or b how she drives? ☐
- Are *carefully*, *quickly* and *slowly* adjectives or adverbs?
- What do most adverbs end in?

**B** INSTRUCTOR: OK, that was *good*. You're driving *well*. But you're driving too *fast*.

Remember, *fast* drivers are *dangerous* drivers.

ANNA: I'm trying *hard* to drive *slowly*.

- In the sentences above, is *good* an adjective or an adverb?
- Is *well* an adjective or an adverb here?

Some words are both adjectives and adverbs. The most common are *fast*, *hard*, *early* and *late*.

Answer the questions.

- In the sentence *You're driving too fast*, is *fast* an adjective or an adverb?
- In the phrase *fast drivers*, is *fast* an adjective or an adverb?

C INSTRUCTOR: You *seem* very *relaxed*. How do you feel?

ANNA: I'm fine. I don't *feel nervous* now. I'm *getting* more *confident*.

We use adjectives, not adverbs, after these verbs: *seem*, *look*, *feel*, *get* (*become*), *sound*, *taste*, *smell*.

Underline the correct alternative.

Anna didn't feel (1 *confident* / *confidently*) at the beginning of the driving lesson but now she's driving quite (2 *confident* / *confidently*) and she doesn't seem (3 *nervous* / *nervously*).

REMEMBER!

Complete these rules.

- An tells you more about a noun.
- An tells you more about a verb.
- An adverb usually ends in
- is the adverb from the adjective *good*.
- Hard*, *fast*, *early* and *late* are both and
- After some verbs like *seem*, *feel*, *look* we use, not adverbs.

Adjective OR adverb? (slow OR slowly?)

He's a slow driver. He drives slowly. She's a fast runner. She runs fast. She's a good player. She plays well.

The problem: Students often use adjectives where they should use adverbs (or sometimes vice versa).

Typical mistakes: *Listen ~~careful~~. She works ~~hardly~~. She swims ~~good~~.*

- **What's an adjective?** Using details about yourself, give examples of adjectives.

Examples: *I'm young. I'm tall. I've got brown eyes.*

Ask a student to stand up or come to the front of the class. Ask other students to describe him/her. Write their sentences on the board, underlining the adjectives.

Examples: *He's clever. He's good at English. He's got big feet. He's got long hair and blue eyes.*

(Alternatively, students could describe famous people.)

Ask students: *What are the underlined words? (Adjectives.)*

Ask: *What exactly does an adjective do? (It describes a noun. Here it tells us more about X, his feet, his hair and his eyes, etc.)*

- **What's an adverb?** Ask a different student to come to the front of the class and do some of the following things: *speak English, sing, write (his/her name on the board), draw (an object on the board), shout*, etc.

Ask the class how he/she did each thing then write sentences like these on the board, underlining the adverbs: *She spoke English slowly, she sang quietly, she wrote her name clearly, she drew badly, she shouted loudly.*

Ask what letters an adverb usually ends in (-ly). Write up the following spelling rules on the board:

easy	easily	(y ➤ ily after a consonant)
careful	carefully	(l ➤ lly)
terrible	terribly	(le ➤ ly)
enthusiastic	enthusiastically	(ic ➤ ically)

Ask students for other examples of adverbs which follow the same rules.

(*lazy ➤ lazily, beautiful ➤ beautifully, horrible ➤ horribly, historic ➤ historically*, etc.)

- **Good and well** Choose a student who is good at English. Ask: *Is X good at English?*

Write on the board: *X is good at English.*

Ask: *In this sentence, is **good** an adjective or an adverb? (An adjective.)*

Now ask *how* X speaks English and elicit the answer: *He/She speaks English well.*

Write it on the board and ask: *In this sentence, is **well** an adjective or an adverb? (An adverb.)*

Write on the board: *Normally, good = adjective, well = adverb.*

Now write on the board: *How are you? – I'm well.*

Ask: *In this sentence, is **well** an adjective or an adverb? (An adjective.)*

Explain that when we're talking about health, we can use *well* as an adjective.

- **Words which are adjectives and adverbs** Read something in English very fast.

Ask: *Was I reading fast or slowly?* Elicit the answer: *You were reading fast.*

Write it on the board. Ask: *Is **fast** an adjective or an adverb?* Point out that a few adverbs in English have the same form as the adjective (*fast, hard, early, late, high, low, right, wrong, long, straight*).

Answers to WHAT'S THE RULE? 1:

A 1a 2 adjectives 3b 4 adverbs 5 –ly **B** 1 adjective 2 adverb 3 adverb 4 adjective

C 1 confident 2 confidently 3 nervous

REMEMBER! 1 adjective 2 adverb 3 –ly 4 well 5 adjectives adverbs 6 adjectives

1

CLASSROOM ACTIVITIES

Adjective OR adverb? (slow OR slowly?)

He's a slow driver. He drives slowly. She's a fast runner. She runs fast. She's a good player. She plays well.

● How did they answer?

Write these adjectives and adverbs on the board:

*nervously angry slowly quietly
loudly excitedly quickly serious
clearly fast rude politely*

One student (A) goes out of the room. The rest of the class choose one of the adjectives (for example *angry*) or adverbs (for example *nervously*).

Student A then comes back into the room and asks different students different questions.

Examples:

What did you do yesterday evening?

How did you sleep?

What time did you get up today?

What did you have for breakfast?

Each student must answer as agreed in the same way (for example be *angry* or answer *nervously*). As soon as possible, student A must guess how they answered: *You were angry*. *You answered nervously*, etc.

A different student goes out of the room and the rest of the class choose a different adjective or adverb.

● Guess who

Every student in the class should write a description of another student but without using the student's name.

She talks very quickly.

She's good at English but she's terrible at maths.

She plays the piano brilliantly.

They then read out their descriptions and the rest of the class guess who it is.

● Guess which

Students write down:

- something which they do *badly*
- something which they do *well*
- something which they do *fast*
- something which they do *slowly*

Examples:

I speak English badly.

I play the guitar well.

I eat fast.

I get up slowly.

Each student then sits next to someone they know quite well.

In turn, each student tries to guess what the other person has written.

Examples:

I think you dance badly but you play the guitar well.

I think you speak Italian fast but you speak English slowly.

● Team game

Divide the class into two teams, A and B. Choose one word from the box:

<i>good/well</i>	<i>bad/badly</i>
<i>slow/slowly</i>	<i>quick/quickly</i>
<i>careful/carefully</i>	<i>sudden/suddenly</i>
<i>angry/angrily</i>	<i>loud/loudly</i>
<i>dangerous/dangerously</i>	<i>quiet/quietly</i>
<i>nervous/nervously</i>	<i>easy/easily</i>
<i>polite/politely</i>	<i>perfect/perfectly</i>

Ask a student in team A to think of an example containing that word. If the example is correct, team A get a point.

Example: good *England are not very good at football.* (1 point)

Choose another word and ask one of team B to think of an example in the same way.

Answers to PRACTICE EXERCISES 1:

1 1 True 2 False 3 True 4 False 2 1 fine 2 nervous 3 terrible 4 hard 5 tired 6 tired 7 late 8 badly 9 clearly 10 glad
11 wonderful 3 1 good 2 well 3 hard 4 badly 5 late 6 bad 7 quickly 8 careless 9 careful 4 1 easily easy
2 confusingly confusing 3 slow slowly 4 badly bad 5 polite politely 6 impatiently impatient 7 careful carefully 8 clear clearly
9 loud loudly

Adjective OR adverb? (*slow OR slowly?*)

He's a slow driver. He drives slowly. She's a fast runner. She runs fast. She's a good player. She plays well.

1 Write *True* or *False* after these statements.

- 1 An adjective tells you more about a person, place or thing.
- 2 An adjective usually ends in *-ly*.
- 3 An adverb is a word which tells us how someone does something.
- 4 *Good* and *fast* are both adjectives and adverbs.

2 Two students are waiting to take a history exam. Underline the correct alternative.

BEN: How do you feel?

TOM: I'm (1 *fine* / *finely*). How about you?

BEN: I'm feeling (2 *nervous* / *nervously*). I'm (3 *terrible* / *terribly*) at remembering dates.

I try (4 *hard* / *hardly*) to remember them, but I can't, especially when I'm (5 *tired* / *tiredly*).

TOM: You look (6 *tired* / *tiredly*) now.

BEN: Yes, I went to bed (7 *late* / *lately*) last night and I slept (8 *bad* / *badly*) so now I can't think (9 *clear* / *clearly*).

TOM: I'm (10 *glad* / *gladly*) this is our last exam.

BEN: Yes, it's (11 *wonderful* / *wonderfully*), isn't it.

3 Two parents are looking at their son's school report.

Complete the sentences, choosing the correct words from the box.

quick/quickly hard carefull/carefully careless/carelessly good/well bad/badly late

MOTHER: It says he's quite (1) *good* at maths but I'm afraid he didn't do (2) in the test at the end of the term.

FATHER: How about history?

MOTHER: They say he tries (3) and he didn't do (4) in the exam although he arrived ten minutes (5)

FATHER: And French? I was always really (6) at French and I hated it.

MOTHER: They say he learns (7) but he makes a lot of mistakes because he's very (8) so he must try to be more (9)

4 A foreign businessman is in London for the first time. He's telling a colleague about his problems. ~~Cross out~~ the mistakes he makes and write the correct form.

- | | |
|---|---------------------|
| Underground trains are quite fast but it isn't easily to understand the | 1 <i>easy</i> |
| Underground system – it seems very confusingly. So I usually go by | 2 |
| taxi – it's much easier. Taxis are expensive and they go quite slow | 3 |
| because the traffic's so badly. So I practise my English with the taxi | 4 |
| drivers. The problem is, they listen polite for a few minutes but then | 5 |
| they get impatiently and they start talking – very fast. My English is | 6 |
| quite good and I listen careful and I try hard to understand them but | 7 |
| I find it very difficult sometimes. So I ask them to speak clear and | 8 |
| carefully but they speak just as fast, but more loud. | 9 |

2

WHAT'S THE RULE?

Where do adjectives and adverbs go in the sentence?

They live in a lovely big old house. He will never be President. I like this music very much.
He spoke slowly. She went to England recently. She often goes there.

A Adjectives

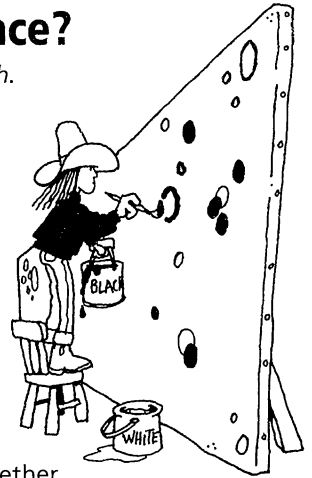
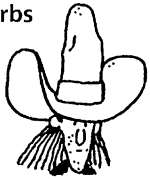
Darren Hill's a **new British** artist. He's an **interesting young** man.
He's **tall and thin**, with **long dark** hair. He often wears a **black leather** jacket
and a **big white American cowboy** hat. He's doing a **big new** painting.
It's 8 metres **long** and 4 metres **high**! It has a lot of **black and white** circles.

Look at the text about Darren. Complete these sentences, using *before* or *after*.

- 1 In English, adjectives normally go the noun.
- 2 But in measurements (2cm, 5 metres, etc.) they go the noun.
- 3 When we use two adjectives together without a noun, or two colour adjectives together,
we put *and* the second adjective.
- 4 We put 'opinion' adjectives (*interesting, nice*, etc.) 'fact' adjectives (*big, young*, etc.).

Look at the position of the adjectives in the text and put these adjectives in the right order.

- 5 Darren lives in a house in the country. (*old/big/lovely*)
- 6 He rides a motorbike. (*Italian/powerful*)

**B Adverbs**

I'm a rich man **now**. I've done **very well**. I can sell my paintings **easily**.
But I don't **often** sell them **here**. I **usually** sell them in the USA.
I **often** go **there**. I went to Seattle **last week**, and I'm going to
California **tomorrow**. **Recently** I sold a big painting in New York.
The problem is I don't like flying **very much**. I **always** get on the
plane **quickly**. **Then** I take a sleeping pill and I go to sleep **immediately**.

Look at what Darren says and write another example from the text each time.

- 1 Adverbs of manner (*carefully, easily, well*, etc.) usually go in end position:
I can sell my paintings *easily*.
 - 2 Adverbs of frequency (*always, sometimes, often, usually*, etc.) normally go in mid position:
I don't *often* sell them here. I *usually* sell them in the USA.
 - 3 Adverbs of time usually go in front or end position:
Recently I sold a big painting.
I'm a rich man *now*.
 - 4 Adverbs of place normally go in end position: I often go *there*.
- NB Adverbs don't normally go between a verb and a direct object:
I don't like flying *very much*. (NOT I don't like ~~very much~~ flying.)

REMEMBER!

Complete the sentence, using these adjectives: *big old Mexican wooden wonderful black square*.

Adjectives usually go in this order:

opinion + size + age + shape + colour + origin + material/type

He sleeps in a bed.

Rewrite the sentences, putting the adverbs in the correct position.

- | | |
|---|--------------------|
| Darren's in London. (<i>today</i>) | 1 Time: |
| He doesn't live. (<i>there</i>) | 2 Place: |
| He works. (<i>carefully</i>) | 3 Manner: |
| He works at the weekend. (<i>never</i>) | 4 Frequency: |

Where do adjectives and adverbs go in the sentence?

They live in a lovely big old house. He will never be President. I like this music very much. He spoke slowly. She went to England recently. She often goes there.

The problem: Students sometimes put adjectives after the noun, and they often put them in the wrong order. They often put adverbs in the wrong position.

Typical mistakes: *He was wearing a leather ~~black~~ jacket. She's an ~~old~~ interesting woman. He plays ~~well~~ tennis. ~~Never~~ I've been to England. She ~~goes often~~ on holiday. I like ~~very much~~ classical music. ~~I never have~~ met him.*

● The correct order of adjectives Write this random list on the board:

material/type, age, opinion, colour, origin, shape, size

Then write: *an interesting little book* Ask students: *What kind of adjective is **interesting**?*

Indicate the list on the board, and get the answer: '*Opinion.*'

Then ask: *What kind of adjective is **little**?* ('*Size.*')

Then say: *So, 'opinion' adjectives come first. They come before 'size' adjectives.*

Ask students to give you more 'opinion' and 'size' adjectives: *pleasant, boring/big, small, etc.*

Now start a revised order list on the board. Write: *opinion + size*

Then continue in the same way, adding *age + shape + colour + origin + material/type* to your list.

Use these phrases: *a little old man, an old round table, a round black hole,*

a black Italian car, an Italian glass bowl / an Italian industrial company

(NB This order is not absolute – for example, 'shape' adjectives sometimes go before 'age' adjectives – but it is a useful guide for students.)

Finally, get students to make their own sentences, using two or three adjectives before a noun.

● Measurement adjectives Using rulers or tape measures, get students to measure things in the classroom to practise the adjectives *deep, high, long, tall, thick, wide* with measurements.

Examples: *Sofia's smile is 5 cm wide. The blackboard's 2m long and 1m high.*

Explain that these adjectives go after the measurement.

● Adverbs Write this table on the board to explain to students front, mid and end positions.

Front	Mid	End
<i>Nowadays</i>	<i>I always get up</i>	<i>early.</i>
	<i>I don't always sleep</i>	<i>well.</i>

Then write the headings *Manner (End), Frequency (Mid), Time (End/Front), Place (End).*

First, get the class to suggest adverbs that go with each heading. List them on the board.

Then get students to write a sentence for each heading, showing the position of the adverb.

NB These rules about the position of adverbs are not absolute – for example, some time adverbs can go in mid position (*He immediately left the room*) – but they're a useful guide.

Extensions

● Adjectives not usually used before a noun *He isn't pleased.* NOT *He isn't a pleased person.*

Show students this list of adjectives that are not normally used before a noun:

afraid, alive, alone, ashamed, asleep, awake, aware, glad, ill, pleased, ready, sure, upset, well

● The verb **be** + adverb Explain that most adverbs normally go after *am, is, are, was, were* when they are the main verb: *She isn't often ill. I was always tired.*

Answers to WHAT'S THE RULE? 2:

A 1 before 2 after 3 before 4 before 5 lovely big old 6 powerful Italian **B** 1 I always get on the plane quickly. I've done very well. 2 I always get on the plane quickly. I often go there. 3 Then I take a sleeping pill. I'm going to California tomorrow. I go to sleep immediately. I went to Seattle last week. 4 I don't often sell them here.

REMEMBER! He sleeps in a wonderful big old square black Mexican wooden bed. 1 Darren's in London today. /Today Darren's in London. 2 He doesn't live there. 3 He works carefully. 4 He never works at the weekend.

Where do adjectives and adverbs go in the sentence?

They live in a lovely big old house. He will never be President. I like this music very much. He spoke slowly. She went to England recently. She often goes there.

● Using adjectives to identify people

Describe a student to the rest of the class and ask them to say who you're describing. Refer to the student as 'X'.

Examples:

X is about 1m 75 tall.

X has got long dark hair and brown eyes.

X is wearing old white tennis shoes.

X is wearing a lovely new grey sweatshirt.

X has got a big black sports bag.

Then students write similar sentences describing other students. They read them out and the rest of the class guess who 'X' is.

Make a note of any word-order mistakes they make. Ask the class to correct these mistakes after 'X' has been identified.

● The adverb game

Tell the class to think of adverbs.

Then mime an action that demonstrates an adverb of manner. For example, go to the door and close it very, very quietly.

Ask the class to guess the adverb. (*Quietly*)

Then ask them to describe your action:

You closed the door (very) quietly.

Now invite students to mime other actions while the class guess the adverb.

Examples:

*You closed the book **angrily**.*

*You talked **loudly**.*

*You took your shoes off **quickly**.*

*You stood up (very) **slowly**.*

*You danced **badly**.*

You can also use this game to practise the common adverb *nearly*, used in mid position.

Examples:

*You **nearly** dropped your book.*

*You **nearly** forgot your bag.*

*You **nearly** sat on your hat.*

● How often do you do it?

Write these frequency adverbs on the board.

100%	<i>always</i>
	<i>usually/normally/generally</i>
	<i>often/frequently</i>
	<i>sometimes/occasionally</i>
	<i>rarely</i>
	<i>hardly ever</i>
0%	<i>never</i>

Students work in pairs and make sentences about themselves, using frequency adverbs.

How often do they do something?

How often have they done something?

First, give them examples. Talk about yourself:

*I **hardly ever** go to the theatre.*

*I **don't often** play tennis.*

*I **usually** have coffee for breakfast.*

*I **rarely** watch football matches.*

*I've **often** been to England.*

*I've **never** seen a ghost.*

Then students tell the class about themselves.

Encourage comment from other students.

For example:

*Student A: I **usually** get up early on Sunday.*

*Student B: I **never** get up early on Sunday!*

Answers to PRACTICE EXERCISES 2:

1 1 beautiful new Italian 2 long green silk

2 1 b ✓ 2 b She speaks *slowly. 3a ✓ 4a She's *often been ... 5c ✓ 6d She stayed *there ... 7c ✓

3 1 a big new American car. 2 a beautiful modern Mexican-style apartment. 3 a nice quiet street. 4 a lovely heated swimming pool. 5 an interesting well-paid job. 6 nice young American friends.

4 1 I go to bed early. 2 I usually sleep for eight hours. 3 I sleep well. 4 I don't often have coffee for breakfast. 5 I normally have fruit juice. 6 I always walk to college. 7 My friends have lunch in the canteen every day. 8 But I don't eat there. 9 I don't like noisy places very much. 10 After school I don't usually go straight home. 11 I often spend an hour in the gym. 12 I ran 100m in 11 seconds last week. I Last week I ran 100m in 11 seconds. 13 I've always wanted to be a famous athlete.

Where do adjectives and adverbs go in the sentence?

They live in a lovely big old house. He will never be President. I like this music very much. He spoke slowly. She went to England recently. She often goes there.

1 Complete the sentences, using the right adjectives and word order. *silk beautiful long Italian green new*

1 Mike's wearing a shirt.

(an 'origin' adjective, an 'age' adjective, an 'opinion' adjective)

2 Kate's wearing a dress.

(a 'material' adjective, a 'size' adjective, a 'colour' adjective)

2 Match the sentences with the type of adverb used. Then put a tick (✓) if the adverb is in the right position. Mark where it should go (*) if it's in the wrong position.

1 Yasuko speaks English **well**. ✓.....

☒ b

a Adverb of frequency

2 She **slowly** speaks.

☐

b Adverb of manner

3 She **rarely** makes mistakes.

☐

c Adverb of time

4 She's been **often** to England.

☐

d Adverb of place

5 She went to London **last year**.

☐

6 She **there** stayed for a month.

☐

7 **Yesterday** she accepted a job in Australia.

☐

3 Sam has moved to California. He's telling an English friend what he's got. Write his sentences, using the adjectives given.

1 His car's big. It's American. It's new. *I've got a big new American car.*

2 His apartment is Mexican-style. It's modern. It's beautiful.

I live in

3 His street is nice. It's quiet. *My apartment's in*

4 His swimming pool is lovely. It's heated. *I've got*

5 His job is well-paid. It's interesting. *I've got*

6 His friends are American. They're nice. They're young.

I've got a lot of

4 Sophie's a very healthy student! Rewrite her sentences, including the adverbs in brackets.

1 I go to bed. (early) *I go to bed early.*

2 I sleep for eight hours. (usually)

3 I sleep. (well)

4 I don't have coffee for breakfast. (often)

5 I have fruit juice. (normally)

6 I walk to college. (always)

7 My friends have lunch in the canteen. (every day)

8 But I don't eat. (there)

9 I don't like noisy places. (very much)

10 After school I don't go straight home. (usually)

11 I spend an hour in the gym. (often)

12 I ran 100m in 11 seconds. (last week)

13 I've wanted to be a famous athlete. (always)

3

WHAT'S THE RULE?

Adjectives ending in -ing or -ed? (exciting or excited?)

This book is very interesting. I'm very interested in sport.

A

Everything here is very **exciting**. I'm meeting lots of **interesting** people and having lots of **fascinating** conversations. I'm seeing some **amazing** (and sometimes **horrifying**) sights and I'm eating some very **interesting** food. Indian trains are **amazing** (but the toilets are often **disgusting**!). I've had one or two **frightening** experiences but I'm really enjoying myself – India is many things but it's never **boring**!

Hannah is travelling by train in India with her friend Rachel. This is a postcard to her brother.

- 1 What ending do all the adjectives have?
- 2 Do all these adjectives describe **a** various things or **b** how Hannah feels? ☐

B

The problem is Rachel. She's not really **interested** in India. When I'm **excited**, she says she's **tired**. When I'm **fascinated**, she's **bored**. When things go wrong, I'm **relaxed** but she gets **annoyed**. When things take a long time, I'm **amused**. She gets **irritated**. I'm **worried** about her – she's getting really **depressed**.

- 1 What ending do all the adjectives have?
- 2 Do all these adjectives describe **a** various things or **b** how Hannah feels? ☐

REMEMBER!

Complete these rules.

- 1 Adjectives ending in describe what things are like.
- 2 Adjectives ending in describe how a person feels.

Adjectives ending in **-ing** OR **-ed**? (**exciting** OR **excited**?)

This book is very interesting. I'm very interested in sport.

The problem: Students confuse adjectives which are similar, one ending in *-ing*, the other in *-ed*.
 Typical mistakes: *I'm ~~boring~~. Let's go. I'm not ~~interesting~~ in football.*
I'm ~~tiring~~. I want to go to bed. It isn't a very ~~excited~~ film.

● **Adjectives ending in *-ed*** Write all or some of the following adjectives on the board:

*amazed amused annoyed astonished confused depressed disappointed
 disgusted excited fascinated frightened embarrassed shocked worried
 tired interested relaxed bored surprised*

Mime or act out a situation and then ask students: *How did I feel?*

Examples: *You were tired. You were frightened. You were shocked. You were disgusted.*

Ask students one at a time to choose one of the adjectives on the board and mime or act out situations in the same way. The rest of the class guess what the adjective was.

● **Adjectives ending in *-ing*** Tell students to look at the words on the board and imagine they all end in *-ing* instead of *-ed*. (Alternatively rub out the *-ed* endings and replace them with *-ing* endings.)

Ask them how they would describe the following:

Going away on holiday. (Exciting)

Football. (Boring/interesting)

Walking into a men's/women's toilet by mistake. (Embarrassing)

Then ask students to think of similar things/situations. The rest of the class must guess what the adjective is.

● **What's wrong?** Tell students that you are going to read out a short text which contains a number of mistakes. When they hear a mistake they must tell you to stop and then correct it.

First trip to New York

I thought the flight across the Atlantic would be ~~excited~~. (exciting).

I was ~~excited~~ for the first hour, but after that I was ~~boring~~. (bored).

There was nothing ~~interested~~ (interesting) to look at because I didn't have a window seat. That was very ~~disappointing~~. So I watched the film. It was a bit ~~confusing~~ but it was quite ~~amused~~ (amusing).

Then I tried to speak to the man next to me but he wasn't ~~interested~~.

In fact he seemed ~~surprising~~ (surprised) and ~~annoyed~~ when I tried to start a conversation. Then I ate the food but it was ~~disgusted~~

(disgusting). After that, I felt ~~tiring~~ (tired) so I slept for a couple of

hours. When I woke up I was ~~surprising~~ (surprised) to find we were nearly in New York. I'll never forget the view of Manhattan from the plane – it was ~~amazed~~ (amazing)!

Answers to WHAT'S THE RULE? 3:

A 1 *-ing* 2a **B** 1 *-ed* 2b

REMEMBER! 1 *-ing* 2 *-ed*

3

CLASSROOM ACTIVITIES

Adjectives ending in **-ing** or **-ed**? (**exciting** or **excited**?)

This book is very interesting. I'm very interested in sport.

● Find out

Students complete these sentences:

I'm interested in ...

I'm worried about ...

I'm frightened of ...

Divide the class into groups of four or five.

They can then discuss what they have written.

Have any members of the group completed the sentences in the same way?

One member of each group tells the rest of the class about some of the things they have found out about each other.

Examples:

Luigi is interested in rap.

Gabriella is worried about money (she hasn't got any!).

Roberto is frightened of spiders.

Now change groups and get students to complete these sentences.

I think ... is/are exciting.

I think ... is/are boring.

I think ... is/are disgusting.

They can then discuss what they have written and someone in each group tells the rest of the class what they have found out about each other's opinions.

Marco thinks Formula 1 is exciting.

Antonia thinks it's boring!

Marta thinks English food is disgusting.

● Different subjects, different comments

Write the words in the box on the board:

*disgusting/disgusted exciting/excited
interesting/interested shocking/shocked
frightening/frightened boring/bored
depressing/depressed annoyed/annoying
worrying/worried fascinating/fascinated*

Think of subjects which are likely to provoke comments from your class, using those words. The following are suggestions:

the news

politics

maths

girls/boys

English grammar

the first day of the summer holidays

bull-fighting

mosquitoes

drugs

rain

school

violence on TV

advertisements on TV

the dentist

motorbikes

clothes

Invite individual students to make comments.

Examples:

A: I'm interested in the news.

B: I'm not. I think it's boring.

Answers to PRACTICE EXERCISES 3:

1 1 False 2 False

2 1 surprising 2 worrying 3 surprised 4 disappointed 5 amazed 6 astonishing 7 surprised 8 disappointed 9 interested

10 interesting 11 boring 12 disgusting 13 surprised 14 interesting

3 1 boring 2 bored 3 interested 4 interesting 5 surprised 6 surprising 7 annoyed 8 annoying 9 depressed 10 depressing

Adjectives ending in **-ing** OR **-ed**? (**exciting** OR **excited**?)

This book is very interesting. I'm very interested in sport.

1 Write **True** or **False**.

- 1 We use adjectives ending in **-ing**, like *surprising*, when we want to talk about our feelings about something.
.....
- 2 We use adjectives ending in **-ed**, like *excited*, when we want to describe a thing.

2 A teacher at a language school in London is describing the ideas about England that his students have. Underline the correct alternative to complete the sentences.

It's (1 *surprised* / *surprising*) and a bit (2 *worried* / *worrying*) how foreign students all have the same ideas about England. For example, many of them are (3 *surprised* / *surprising*) and slightly (4 *disappointed* / *disappointing*) when they first arrive because it isn't foggy! They're (5 *amazed* / *amazing*) when the sun shines and they think it's (6 *astonished* / *astonishing*) when it doesn't rain for weeks.

Many of my students say they're (7 *surprised* / *surprising*) that English people don't all have eggs and bacon for breakfast and they're (8 *disappointed* / *disappointing*) that we don't all drink tea.

A German student said to me, 'Before I came, I thought the English were only (9 *interested* / *interesting*) in cricket. But the ones I've met think football is far more (10 *interested* / *interesting*) than cricket. They say cricket is (11 *bored* / *boring*).'

French students in particular expect English food to be (12 *disgusted* / *disgusting*). But many say they're (13 *surprised* / *surprising*) because it's really quite good.

It's (14 *interested* / *interesting*) that many students completely change their ideas while they're here.

3 Complete what the people at a party are saying. Choose from the words in the box.

surprised/surprising bored/boring depressed/depressing annoyed/annoying interested/interesting

- This party's (1) *boring* Shall we go?
- I'm not (2) I want to stay.
- I'm not (3) in football.
Can't we talk about something more (4) ?
- I'm (5) to see you here.
- Why is it (6) ?
- I thought you were in New York.
- Why are you (7) with me?
- Because you're being very (8) !
- What's wrong? You look a bit (9)
- I've just had some (10) news. I've lost my job.

4

WHAT'S THE RULE?

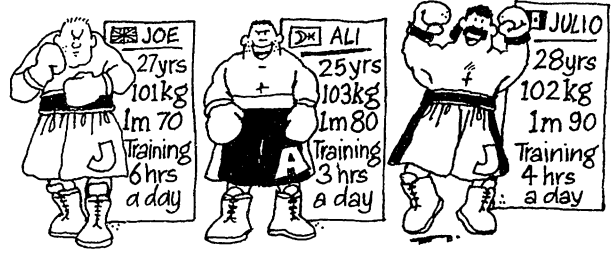
How do we form comparatives and superlatives?

The bus is *slower than* the train. A CD is *more expensive than* a tape.

The fastest train in the world. The *most expensive* dress in the shop.

He drives *more carefully than* me. He's a *better* driver than me. I'm not the best driver.

- A** Joe's *older* than Ali, but he isn't *the oldest*.
 Julio's *older* than him. Julio's *heavier* than Joe,
 but he isn't *the heaviest*. Ali's *heavier* than him.
 Joe's *the quietest*. He doesn't talk much.
 Julio trains *longer* than Ali. But Joe trains *the longest*.



Look at these different kinds of adjectives and adverbs:

- Adjectives with one syllable: *old, tall, short, quick*, etc.
- Adjectives with two syllables ending in *-y*: *heavy, happy, pretty, dirty, easy, funny*, etc. and the adjectives *quiet, clever, narrow, simple*.
- Adverbs with the same form as adjectives: *long, low, straight, hard, fast, early, late, high*.

Now complete the answer to this question.

How do we form the comparative and the superlative of these adjectives and adverbs?

We use the endings a) (comparative) and b) *the* (superlative).

Complete these sentences, using the correct forms of *happy, hard, tall*.

- 1 Ali (1m 80) is than Joe (1m 70), but Julio (1m 90) is
- 2 Ali and Julio are smiling. They look than Joe.
- 3 Julio trains than Ali, but Joe trains

- B** Everybody knows Joe. He's *more famous* than Ali and Julio. He's *the most famous* boxer in Britain.
 He's *more successful* than Ali and Julio. He's a *better* boxer than them. He moves *more quickly* than they do.
 He's heavyweight champion. He's *the best* in the world.

Look at these different kinds of adjectives and adverbs:

- many adjectives of two syllables: *famous, careful, surprised, modern*, etc.
- long adjectives: *successful, expensive, uncomfortable*, etc.
- many adverbs: *quickly, carefully, slowly, easily, often*, etc.

Now complete the answer to this question.

How do we form the comparative and the superlative of these adjectives and adverbs?

We put a) (comparative) and b) *the* (superlative) before the adjective/adverb.

But note these irregular forms: *good/well – better – the best; bad/badly – worse – the worst*.

Complete these sentences, using the correct forms of *careful, expensive, bad*.

- 1 Julio spends a lot of money. He always buys clothes.
- 2 Joe has never had a car accident. He's a driver than Ali. Ali's had five!
- 3 Julio has had results. He's lost six fights. Ali has lost four. Joe has lost none.

REMEMBER!

Complete the rules.

- 1 I'm *taller* than you.
- 2 She's *the prettiest* girl in the world.
- 3 You get up *earlier* than me.
- 4 I want a *more comfortable* bed.
- 5 It's *the most boring* film I've seen.
- 6 Can you speak *more slowly*?
- 7 She speaks English *better* than me.

–er/–est with adjectives of syllable

–ier/–iest with adjectives of two syllables ending in –

–er/–est with like *long, fast, early, hard, late*

more/the most with adjectives

more/the most with many adjectives of syllables

more/the most with many

good/well – better – the best; bad/badly – – the worst

How do we form comparatives and superlatives?

The bus is slower than the train. A CD is more expensive than a tape.

The fastest train in the world. The most expensive dress in the shop.

He drives more carefully than me. He's a better driver than me. I'm not the best driver.

The problem: Students often confuse the forms of the comparative and the superlative.
They also forget to use *than*, or add a superfluous *more*.

Typical mistakes: *He's the ~~older~~ in the class. You speak English ~~worst~~ than me. I'm ~~more~~ tall than you.*
She's more intelligent ~~as~~ me. His bike's better ~~that~~ mine. This is ~~more~~ easier.

● **Tall, taller, tallest** Write on the board: *tall, big, small*.

Ask two students to come to the front of the class.

Compare them and say: *Sasha is taller than Miguel*. Write this on the board.

Then add a third student and say: *Carmen is the tallest*. Write this on the board.

Then take two students' bags (very different in size) and ask the class to compare them.

Elicit the answers. *Katya's bag is bigger than Jorge's. and Jorge's bag is smaller than Katya's.*

Add a third bag and elicit: *Leon's bag is the biggest. and Jorge's bag is the smallest.*

Explain that we use *-er/-est* with short adjectives (one syllable) like these.

● **Comfortable, more comfortable, the most comfortable**

Now write on the board: *comfortable, expensive*

Show the class (magazine) pictures of three cars. Say, then write on the board:

The Renault is more comfortable than the Fiat. and The Mercedes is the most comfortable.

Ask three students how much they paid for their jeans/their shoes, etc.

Elicit the use of *expensive* and (for revision) *cheap*:

Carmen's jeans were more expensive than Rafael's. Cesar's jeans were the most expensive.

Rafael's were cheaper than Carmen's. etc.

Explain that we use *more/the most* with long adjectives (three syllables or more).

● **Adverbs and other adjectives** You can do the same with the remaining 'rules':

– *More/the most* with most two-syllable adjectives. (Draw three houses and mark the dates they were built to demonstrate *more modern/the most modern*.)

– *-er/-est* with two-syllable adjectives ending in *-y*. (Write on the board three arithmetical sums of progressive difficulty to demonstrate *easier/the easiest*.)

– *More/the most* with most adverbs. (Show three types of writing on the board, each more legible than the other, to demonstrate *A writes more carefully than B. C writes the most carefully*.)

– *-er/-est* with adverbs that have the same form as adjectives. (Ask three students what time they get up and elicit: *A gets up later/earlier than B. C gets up the earliest/the latest*.)

– *better/the best/worse/the worst*. (Write on the board three exam marks to demonstrate *A's marks are better/worse than B's. C's are the best/the worst*.)

Extensions Again use simple drawings/pictures or the students themselves to demonstrate:

● **(Not) As ... as** *A isn't as old as B. Is B as expensive as A?*

● **More/most for quantity** *A's got more money than B. C's got the most (money).*

Answers to WHAT'S THE RULE? 4:

A a *-er* b *-est* 1 *taller the tallest* 2 *happier* 3 *harder + the hardest*

A a *more* b *most* 1 *the most expensive* 2 *more careful* 3 *the worst*

REMEMBER! 1 *one* 2 *-y* 3 *adverbs* 4 *long* 5 *two* 6 *adverbs* 7 *worse*

How do we form comparatives and superlatives?

The bus is slower than the train. A CD is more expensive than a tape.

The fastest train in the world. The most expensive dress in the shop.

He drives more carefully than me. He's a better driver than me. I'm not the best driver.

● Which is the longest line?

Ask three students, each using a different colour, to draw a straight line on the board. The three lines should cross each other and should not differ too much in length.

Ask the rest of the class:

Which is the shortest/the longest line?

Encourage their opinions:

I think Juan's line is longer than Monica's.

Pilar's line is the shortest.

Get students to write their opinions, then use a ruler or a piece of string to find the correct answers.

● Making comparisons

Write pairs or groups of comparable words on the board.

Examples:

maths/physics/English

boys/girls

a bike/a scooter/a motorbike

my country/the USA

basketball/football/motor racing

Students work together to make sentences, using comparative and superlative forms.

Physics is more difficult/easier than English.

Maths is the easiest/the most difficult.

● What will you be like in ten years' time?

Students work in pairs and imagine themselves in ten years' time. They each write six sentences, using comparatives and superlatives.

Examples:

My hair will be shorter.

I'll speak English better.

My life will be more exciting.

I'll be more independent.

I'll be the most famous actor in the world.

I'll have more money.

● What changes would you like?

Tell students what changes you would like in your life. Use as many comparative forms as possible.

Examples:

I'd like a bigger flat.

I'd like a more modern kitchen.

I'd like to play the piano better.

Then get students to work in pairs. They discuss the changes they would like, and each student writes down the five most important changes.

Examples:

I'd like to speak English better.

I'd like the fastest motorbike in the world.

I'd like a more powerful computer.

I'd like to get up later in the morning.

Each student then tells the class his/her three most important wishes.

● Short dialogues

Give students an example. Write this dialogue on the board:

– *Which club shall we go to – X or Y?*

– *Y's cheaper, and it closes later.*

– *I prefer X. The music's more interesting, and they've got the best DJ in town.*

Ask students to work in pairs and prepare a similar dialogue, using comparative and superlative forms.

Ideas:

Buying clothes/shoes/a car/food/a train ticket.

Choosing a holiday/a pet/a video.

Students read their dialogues to the class.

Answers to PRACTICE EXERCISES 4:

1 1 earlier 2 more expensive 3 cheaper 4 slower 5 quicker 6 more frequent 2 1 longest 2 highest 3 closest 4 most distant
5 biggest 6 most international 7 easiest 3 1 earlier 2 earlier/longer 3 more frequently 4 longer 5 more carefully
4 1 worse 2 best 3 worse 4 better 5 worst 6 worse 5 1 more tall taller 2 stronger strong 3 more good better
4 carefuler more carefully 5 moderner more modern 6 more well better

How do we form comparatives and superlatives?

The bus is slower than the train. A CD is more expensive than a tape.

The fastest train in the world. The most expensive dress in the shop.

He drives more carefully than me. He's a better driver than me. I'm not the best driver.

1 Leila's at a tourist office. Complete the dialogue, using the correct comparative form (*-er* OR *more*) of the following adjectives: *frequent, cheap, slow, early, quick, expensive*

LEILA: I want to go to London. Is there an (1) *earlier* train than the 10.30?

CLERK: Yes, there's one at 8.30, but it's (2) It costs £35.

LEILA: That's too expensive! Is the bus (3) ?

CLERK: Yes, it's only £18, but it's (4) It takes two hours.

The train's (5) It only takes an hour and a half.

LEILA: Are the buses (6) than the trains?

CLERK: Yes, there's a bus every hour.

2 Complete the sentences, using the correct superlative form (*-est* OR *most*).

1 (long) The Amazon is the *longest* river in the world.

2 (high) Mount Everest is the mountain in the world.

3 (close) Mars is the planet to Earth.

4 (distant) What is the planet from Earth?

5 (big) Is Canada the country in the world?

6 (international) English is the language in the world.

7 (easy) What is the route from England to India?

3 Complete the sentences, using the comparative forms of these adverbs: *frequently, carefully, early (x 2), long (x 2)*

1 Girls often learn to read *earlier* than boys.

2 Women usually get up than men. Men stay in bed

3 Women have a bath than men.

4 Women live than men.

5 Women drive than men.

4 Complete the sentences, using *better/best* OR *worse/worst*.

Dimitri did (1) *worse* than me in the English exam. I got 75%. He got 55%. But Mario got the

(2) mark in the class. He got 80%. I got a (3) mark than Mario, but I speak

English (4) than him. Felipe got the (5) mark in the class. He only got 30%.

He was feeling ill during the exam and he felt even (6) when he got his result!

5 ~~Cross-out~~ the mistakes in each line and write the correct form.

I'm older than my brother, but he's ~~more tall~~ than me.

1 *taller*

He isn't as stronger as me and I'm better than him at sport. I play

2

tennis more good than him, but he's cleverer than me. He works

3

carefuller than me. He's more interested in his college work

4

than I am. I wear moderner clothes than him. I like going to clubs

5

and I dance more well than he does.

6

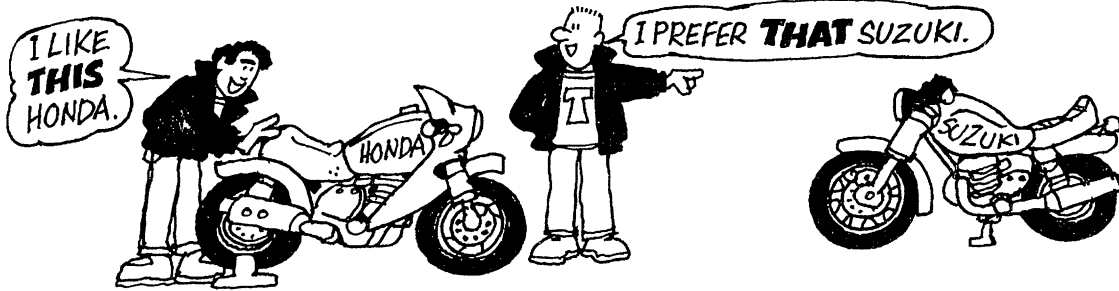
5

WHAT'S THE RULE?

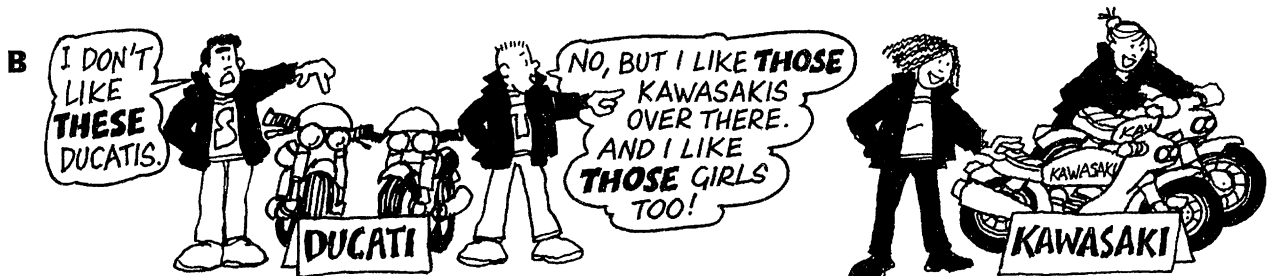
Demonstratives: *this/these* or *that/those*?

I like these jeans but I don't like those. This jacket is nice, but I don't like that shirt.

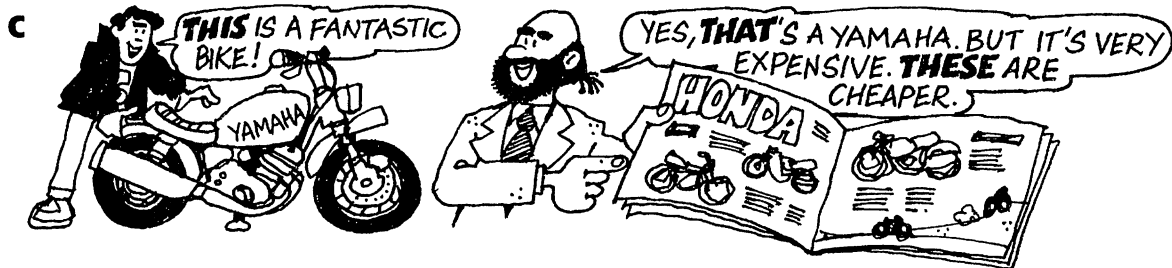
A Sam wants to buy a motorbike. He's with his friend Tom.



- 1 Is Sam talking about *a* one motorbike or *b* two? ☐
- 2 Is the Honda near him? *a* Yes or *b* No ☐
- 3 Is the Suzuki further away? *a* Yes or *b* No ☐



- 1 Is Sam talking about *a* one or *b* two Ducatis? ☐
- 2 Are the Ducatis near the boys? *a* Yes or *b* No ☐
- 3 Are the Kawasakis also near them? *a* Yes or *b* No ☐
- 4 Do we use *this, that, these, those* only with things? *a* Yes or *b* No ☐



- 1 Can we use *this, that, these* and *those* on their own, without a noun? *a* Yes or *b* No ☐

REMEMBER!

Complete these rules.

- 1 We use + a singular noun for something near.
- 2 We use + a singular noun for something which is further away.
- 3 We use + plural nouns for things which are near.
- 4 We use + plural nouns for things which are further away.
- 5 You can use *this, that, these* and *those* with people and
- 6 We can use *this, that, these* and *those* with or without a

Demonstratives: **this/these** OR **that/those**?

I like these jeans but I don't like those. This jacket is nice, but I don't like that shirt.

The problem: Students often confuse the forms of the demonstratives.

Typical mistakes: *How long have you been in ~~that~~ country?*

Shall we sit at ~~this~~ table over there?

Did you write to ~~these~~ people we met on holiday?

Look at ~~these~~ birds up there.

- **This/that** Put your bag on your desk in front of you. Tell a student at the back of the class to put his/her bag on the desk in front of him/her.

Say: *This is my bag and that bag is Marco's.* (Point as you say *that bag*.)

Ask Marco to do the same. *This is my bag and that bag is yours.*

Ask: *What's the difference between **this** and **that**?*

Elicit the answer: *We use **this** for something which is near us and **that** for something which is further away.* Write on the board: THIS ► HERE

THAT ► THERE

Indicate other things which students in the class have and then point to individual students.

Get them to say, for example: *This is my jacket and that's Paulo's.*

Ask: *When we use **this** and **that**, are we talking about one thing or many things? (One.)*

- **These/those** Borrow a pair of shoes from a student (or use your own!). Put them on your desk. Hold them up. Say: *These are Stefan's (OR my) shoes.*

Indicate another student. Ask him/her to take his/her shoes off.

Say: *Those are Gabbi's shoes.*

Write on the board: THESE ► HERE

THOSE ► THERE

Ask: *When we use **these** and **those**, are we talking about one thing or many things? (Many.)*

Tell students that you can use *this*, *that*, *these* and *those* for things and people.

This bag belongs to that boy. These bags belong to those girls.

Extensions

- **This/these** Tell students that we can also use *this* and *these* about things which are happening now or are about to happen (they are near in time).

Examples: *I'm not enjoying **this** film.* (They are watching the film when she says *this*.)

*What shall we do **this** afternoon?*

*Listen to **this**.*

*What are you doing **these** days?*

- **That/those** We can use *that* and *those* about things, actions or situations which are finished.

Examples: *I didn't enjoy **that** film.* (The film has finished.)

*Why did you do **that**?*

*I was much younger in **those** days.*

Answers to WHAT'S THE RULE? 5:

A 1a 2a 3a B 1b 2a 3b 4b C 1a

REMEMBER! 1 *this* 2 *that* 3 *these* 4 *those* 5 *things* 6 *noun*

Demonstratives: *this/these* OR *that/those*?

I like these jeans but I don't like those. This jacket is nice, but I don't like that shirt.

● Whose is it?

Send one student (X) out of the room.

The other students in the class then make a pile of their personal possessions. Get a selection of singular and plural items (*a watch, a comb, a bag, glasses, rings, socks, etc.*).

Practise with the class the sort of questions they must ask X.

Examples:

Hold up a watch and say: *Whose is this watch?*

Move away from the pile, point and ask:

Whose is that black bag?

Student X comes back into the room and students ask questions like:

A: *Whose is that jacket?*

(X: *It's Juan's.*)

B: *Whose are these glasses?*

(X: *They're Maria's.*)

When all the items have been mentioned, student X should go through the pile again, saying who all the things belong to.

X: *This ring is Anna's.*

(Pointing) *Those shoes are Martin's.*

● Parts of the body

Students work in pairs. They take it in turns to indicate various parts of their face and body, their hands and feet, etc. At the same time they ask these questions:

What's this? OR *What are these?*

The other student answers:

That's your (nose/neck/back, etc.).

Those are your (ears/knees, etc.).

● Change a word

Write this sentence on the board:

Is this your seat?

Point to one student and ask him/her to repeat the sentence but with one word changed.

Example:

Is this your bag?

If this is the new sentence, he/she should make a gesture to indicate that *this* refers to a bag which is near and the question should be directed at another student.

Point to another student who should change one word in the same way.

Example:

Is that your bag?

Again, the student who produces this sentence should make a gesture to indicate that *that* refers to a bag which is further away.

Continue round the class in the same way.

Now write this sentence on the board:

Do you like these jeans?

Continue round the class in the same way.

Answers to PRACTICE EXERCISES 5:

1 1 *this* 2 *that* 3 *these* 4 *those*

5 *that* 6 *These* 7 *those* 8 *that* 9 *those* 10 *these*

3 1 *This* 2 *these* 3 *this* 4 *those* 5 *that* 6 *those* 7 *that* 8 *this* 9 *that* 10 *this*

Demonstratives: *this/these* or *that/those*?

I like these jeans but I don't like those. This jacket is nice, but I don't like that shirt.

1 Complete these rules, using *this/these/that* or *those*.

- 1 We use to talk about a person or a thing that is near us and to talk about a person or a thing that is further away.
- 2 We use to talk about people or things that are near us and for people or things that are further away.

2 Complete the dialogue in a clothes shop, using *this/these/that* or *those*.



CAROLINE: I like (1) *this* black top.

ASSISTANT: Yes, (2) style looks good on you.

CAROLINE: Can I try on (3) black trousers over there?

ASSISTANT: Yes, (4) will go well with (5) black top.



ASSISTANT: (6) boots would go well with (7) trousers.

CAROLINE: Yes, you're right, and I like (8) colour. What size are (9) ?

ASSISTANT: Er, (10) are 41.

3 Two people are sitting on sunbeds by a hotel swimming pool in Spain. Complete their conversation, using *this/these/that* or *those*.

STEVE: (1) *This* hotel's good, isn't it?

TONY: Yes, it is. And (2) sunbeds are very comfortable. Have you stayed in (3) hotel before?

STEVE: No, we came to Benidorm last year but we stayed in one of (4) big hotels by the beach.

TONY: Where's your room?

STEVE: We're on the top floor of (5) block over there.

TONY: One of (6) rooms with the balconies?

STEVE: Yes, (7) room at the end.

TONY: What are you doing (8) evening?

STEVE: We're going to a restaurant called Pepe's. It's near (9) clock tower in the centre of town. Do you want to come with us?

TONY: No, (10) is our first night so I think we'll eat in the hotel, thanks.

Possessive adjectives and possessive pronouns: *my* OR *mine*?

My brother and my sisters live here. These shoes aren't mine. Mine are black.

A Possessive adjectives

Harry and his friends have spent a night in the mountains. They've just come back to their campsite.

HARRY: There was a terrible storm last night.

I think I've broken **my** arm.

We've all lost **our** cameras.

Jack and Dave have lost **their** boots.

Kate has broken **her** glasses.

Luke has cut **his** face.

And the dog has hurt **its** tail.

CAMP MANAGER: And you've torn **your** trousers!



1 *my arm/my boots* Does *my* change before a plural noun?

2 The dog has hurt *its* tail. / I love Scotland and *its* mountains.
What possessive adjective do we use for animals and things?

3 Do we say *I've broken the arm*?

Complete these sentences.

4 Harry has broken arm. 5 KATE: I've broken glasses. 6 They've all lost cameras.

B Possessive pronouns

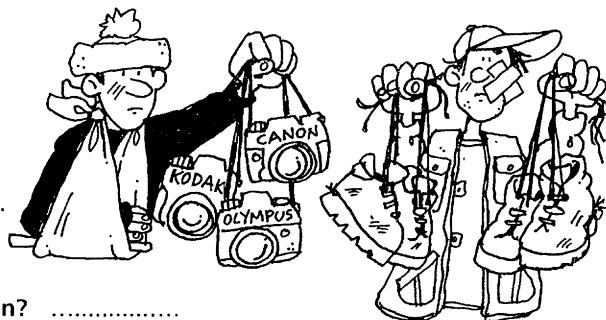
Later, some boots and three cameras were found on the mountain.

HARRY: I think these cameras are **ours**. The Olympus is **mine**. Is the Kodak **yours**, Luke?

LUKE: No. **Mine** is a Minolta. I'll ask Jack. I think it's **his**.

HARRY: I think Kate had a Canon. This Canon must be **hers**.

LUKE: Jack and Dave lost their boots. These boots must be **theirs**.



1 Do we use *mine, yours, his, hers, ours, theirs* with a noun?

Use them to complete the sentences.

2 LUKE: Is Kate's camera an Olympus? HARRY: No, is a Canon.

3 LUKE: Whose camera is this? Is it , Jack? JACK: No, it isn't

4 LUKE: Whose are these boots? Are they , Jack? JACK: No, they aren't

5 HARRY: Does the Kodak belong to Dave? LUKE: No, it isn't

REMEMBER!

Complete the rules or the examples.

1 The possessive adjectives *my, your, his, her, its, our, their* have the same form before and nouns.

She's lost her camera. She's broken her glasses.

2 We use *its* for and animals.

There's a café in the village, but I don't know its name. The dog has hurt its leg too.

3 We use *my, your, his, her, its, our, their* with parts of the body.

Harry has broken arm. (NOT Harry has broken the arm.)

4 We use the possessive pronouns *mine, yours, his, hers, ours, theirs* on their own, a noun.

This camera's mine. Are these boots yours, Dave? – No, mine are size 43.

Possessive adjectives and possessive pronouns: *my* or *mine*?

My brother and my sisters live here. These shoes aren't mine. Mine are black.

The problem: Students sometimes confuse possessive adjectives and pronouns, and make them agree with a plural noun. They sometimes add a superfluous *the*. They mistakenly use *the* with parts of the body. They often confuse the possessive pronoun *its* and *it's* (= it is/it has).

Typical mistakes: *Hers eyes are blue. These shoes are black; ~~mines~~ are brown. This book isn't ~~the~~ mine. Sarah has hurt ~~the~~ leg. I know the town, but I've forgotten ~~it's~~ name.*

● Possessive adjectives – drill Do a short speed drill. Give the class an example first.

Say: *A lot of people have lost passports. I. I've lost my passport.*

He. He's lost his passport. We. We've lost our passports.

Then start the drill indicating the students you want to answer. Drill:

I've lost my passport. He. Student A: He's lost his passport.

She. Student B: She's lost her passport.

Anna. Student C: Anna has lost her passport.

Anna and I Student D: Anna and I have lost our passports.

You Student E: You've lost your passport.

To show that we normally use possessive adjectives with parts of the body, this drill could consist of sentences like: *I've washed my hair. I've broken my leg. My head hurts.*

● Possessive pronouns Collect a number of students' belongings.

Then ask students to say who they belong to. Examples:

Is this Pilar's book? (No, it's mine./ No, it isn't hers. It's Miguel's.)

Is this your bag? (No, it isn't mine. Mine's here.)

Juan and Angela, are these your pens? (No, they aren't ours. We've got ours.)

● Contrast and correct Write on the board examples of possessive adjectives and pronouns in your students' native language(s). Ask students to come and write the English equivalent.

And/Or write some incorrect sentences on the board, and ask students to correct them orally, then to come and write the correction on the board. Examples:

Hers eyes are blue. Mines are green./Lend me your pen – I've lost the mine./Have you washed the hair?/It's a street near here, but I don't know it's name.

Extensions

● Own We use *own* after possessive adjectives to say that something belongs to someone and to nobody else. Show how *own* is used, by giving students some key examples:

I've got my own bedroom. (= It's just for me.) They've got their own swimming pool. She's got her own car now. Have you got your own photocopier? He's got his own recording studio at home.

Ask students to say what they'd like. (*I'd like my own helicopter, my own film studio, etc.*)

● A friend of mine This idiomatic use of possessive pronouns is common. Give examples:

He's a friend of mine. (= one of my friends) I've got a CD of yours. I've read a book of his.

Show students that it can also be used with nouns:

She's a friend of my mother's. (= one of my mother's friends)

Answers to WHAT'S THE RULE? 6:

A 1 No. 2 its 3 No. 4 his 5 my 6 their **B** 1 No. 2 hers 3 yours/mine 4 yours/mine 5 his

REMEMBER! 1 singular/plural 2 things 3 his 4 without

Possessive adjectives and possessive pronouns: *my* OR *mine*?

My brother and my sisters live here. These shoes aren't mine. Mine are black.

● This is my family

If possible, get students to bring in photographs of their families.

They work in pairs, and give each other details of the family relationships, using as many possessive adjectives as possible.

Examples:

That's my father. That's his brother, my uncle Pedro. That's my sister and that's her husband. And that's their daughter.

You could start by giving examples based on a blown-up photocopy of one of your own family photographs.

● What's yours like?

Explain to students that you're going to use words like *mine*, *hers*, *theirs*. Then give them an example:

I've got a garden. My parents have got one too. Mine's very small. Theirs is a lot bigger than mine. Theirs is about 500m².

Then get students to write sentences, using possessive pronouns and comparing things that they've got and that their friends or family have got. You can suggest to students different possessions they can compare:

Motorbikes/bedrooms/cars/computers/stereo systems/clothes they bought

Examples:

I've got a motorbike. My friend Leon has got one too. Mine's a Kawasaki. His is more powerful than mine.

My sister and I have got our own bedrooms. Hers is nicer than mine. Mine is a lot smaller than hers. Hers has got a double bed.

Ask students to read their sentences to the class.

● Whose is it?

Find three or four pictures big enough for the class to see. For example: a picture of a young child, one of a very smart woman, one of a young male student, one of a middle-aged couple.

Then show the class an object or the picture of an object (for example, a Che Guevara T-shirt, a small bike, a Mercedes car, etc.).

Then, indicating the picture of the young child, say to the class: *I think this T-shirt is hers.*

Students disagree with you. Elicit: *It can't be hers. She's too small./ It isn't hers. It's too big.*

Then indicate two more pictures and elicit sentences like: *It can't be theirs. They're too old.*

Finally indicate the person who it must belong to, and elicit: *It's his./ It must be his.*

Alternatively, instead of using pictures, you could write very short descriptions of four people on the board.

Examples:

A 5-year-old girl.

A smart businesswoman, etc.

● Why are they lucky?

(This activity can be done if you covered the first *Extension* on page 25.)

Give students practice in using *own* with possessive adjectives. First, give examples: *My brother's lucky. He's got his own boat. My neighbours are lucky. They've got their own swimming pool.*

Then ask students to think of similar sentences.

Examples:

My cousins are lucky. They've got their own tennis court.

Yasuko's lucky. She's got her own car.

Answers to PRACTICE EXERCISES 6:

1 1 my 2 its 3 your 4 my 5 my 6 your 7 my 8 your 9 their 10 her 11 his 12 my

2 1e 2d 3a 4c 5f 6b

3 1 your 2 mine 3 yours 4 my 5 hers 6 His 7 Hers 8 Theirs 9 its 10 your

Possessive adjectives and possessive pronouns: *my* or *mine*?

My brother and my sisters live here. These shoes aren't mine. Mine are black.

1 Complete the dialogue, using possessive adjectives (*my, your, his, its, etc.*).

GARY: I've lost (1) *my* mobile phone.

FREDDY: What's that on the table?

GARY: That's (2) case. But the phone isn't in it!

FREDDY: Have you looked in all (3) pockets?

GARY: Yes, I've looked in (4) bag and (5) pockets.

FREDDY: Have you changed (6) clothes today?

GARY: Yes, I've changed (7) trousers.

FREDDY: Have you looked in (8) old trousers?

GARY: Yes, but it wasn't there. Mike and Rachel took me to college in (9) car this morning.

Perhaps I left it there. But I can't phone Rachel. I don't know (10) number.

FREDDY: What about Mike? Do you know (11) number?

GARY: Yes, but I can't phone him because I've lost (12) mobile phone!

2 Match the questions and the answers.

- | | | |
|--|-------------------------------------|---|
| 1 Is this Jack's sweater? | <input checked="" type="checkbox"/> | a No, we've got ours. |
| 2 Are these your shoes, Kate? | <input type="checkbox"/> | b No, it isn't yours! |
| 3 Helen and Zoe, are these your bags? | <input type="checkbox"/> | c No, they aren't theirs. They're mine. |
| 4 Do these CDs belong to your friends? | <input type="checkbox"/> | d No, mine are black. |
| 5 Is this Carole's coat? | <input type="checkbox"/> | e No, his is green. |
| 6 Is this my money? | <input type="checkbox"/> | f No, hers is on the sofa. |

3 Complete the dialogue, using possessive adjectives and pronouns (*my, her, etc./mine, hers, etc.*).

CUSTOMS OFFICER: Is this (1) *your* suitcase, sir?

PASSENGER: Yes, it is.

CUSTOMS OFFICER: Whose is that bag?

PASSENGER: That's (2) too.

CUSTOMS OFFICER: Is that camera (3)?

PASSENGER: No, it's (4) mother's. I haven't got a camera, so she lent me (5)

CUSTOMS OFFICER: What are these packets?

PASSENGER: They're presents for my parents, my brother and my sister.

CUSTOMS OFFICER: Which one is your brother's?

PASSENGER: (6) is this one. It's a CD.

CUSTOMS OFFICER: Which one is your sister's?

PASSENGER: (7) is this one. It's some perfume.

CUSTOMS OFFICER: And which one is your parents'?

PASSENGER: (8) is this one. It's a bottle of cognac.

CUSTOMS OFFICER: What's the perfume called?

PASSENGER: I've forgotten (9) name.

CUSTOMS OFFICER: OK, sir. You can close (10) suitcase. Thank you.

7

WHAT'S THE RULE?

Some OR any; something OR anything; someone OR anyone?

I've got some money. I haven't got any tickets. Can I have some tea?

Would you like some milk? There's something in there. – I can't see anything.

Is there anyone at home? – Yes, there's someone coming.

A Nick's making an omelette, for the first time.
His wife Lisa is watching television.

NICK: Lisa! Have we got **any** eggs?

LISA: Yes, there are **some** in the cupboard.

NICK: Have we got **any** cheese?

LISA: Yes, there's **some** in the fridge.

NICK: Can I use **some** olive oil?

LISA: Yes, of course.

NICK: I need **some** tomatoes.

LISA: We haven't got **any**. Nick, would you like **some** help?

NICK: No, I'm fine.



- 1 Do we use **some** or **any** in positive sentences?
- 2 Do we use **some** or **any** in negative sentences?
- 3 Do we usually use **some** or **any** in questions?
- 4 But we use in questions when we expect the answer 'Yes' or when the question is an offer.

B LISA: Do you need **anything**?

NICK: No, it's OK. I'm looking for **something**, that's all.

I can't find **anything** in this kitchen!

- 1 Do we use **something** or **anything** in negative sentences?
- 2 Do we normally use **something** or **anything** in questions?



C (Half an hour later.)

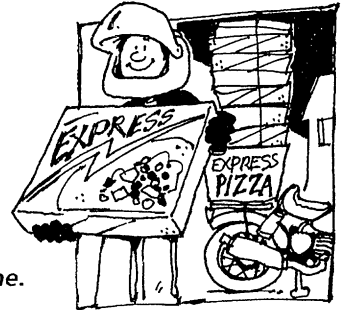
LISA: There's **someone** at the door. Are you expecting **anyone**?

NICK: No, ... er ... I'm not expecting **anybody**.

LISA: Nick, it's **somebody** on a motorbike, with a big pizza!

NICK: Ah, yes, well ...

- 1 Do we usually use **someone** or **anyone** in questions?
- 2 **Somebody** and mean the same, as do **anybody** and **anyone**.

**REMEMBER!**

Complete these rules and add examples from the dialogue above.

- 1 We use **some**, **something** and **someone** in sentences.

Example:

- 2 We usually use **any**, **anything** and **anyone** in sentences and

Examples:

- 3 But in questions which expect the answer '.....' or when the question is an, we use **some** (and **something**, **someone**).

Examples:

.....

Some OR any; something OR anything; someone OR anyone?

*I've got some money. I haven't got any tickets. Can I have some tea?
Would you like some milk? There's something in there. – I can't see anything.
Is there anyone at home? – Yes, there's someone coming.*

The problem: Students use *some/any, something/anything, someone/anyone* randomly.
Typical mistakes: *She needs ~~any~~ new clothes. Can I have ~~any~~ coffee please?
I'm sorry, I haven't got ~~some~~ money.
He said ~~anything~~ in Arabic but I didn't understand ~~something~~ he said.
Did you know ~~someone~~ at the party? No, we didn't know ~~someone~~.*

- **Some or any?** Take some things out of your pockets or bag. They should all be uncountable nouns or plural countable nouns. After you've taken out each thing, say, for example, *I've got some money. I've also got some tissues.*
Write the sentences on the board, underlining the word *some*.
Ask: *Are the sentences positive or negative? (Positive.)*
Ask a student to stand up or come to the front of the class and ask him/her:
Have you got any money? Have you got any tissues?
Write the questions on the board, underlining the word *any*.
Ask: *So when do we use **any** instead of **some**? (In questions.)*
Look in your pockets/bag and tell the class two things that you haven't got.
Examples: *I haven't got any photos. I haven't got any chewing gum.*
Write the two sentences on the board, underlining the word *any*.
Ask: *Are the sentences positive or negative? (Negative.)*
Ask another student: *Would you like some money?*
Write the question on the board, underlining the word *some*. Explain that if you expect the answer 'Yes' or if you are making an offer, you use *some*, not *any*.
- **Something or anything?** Hold up your hands but keep them closed. Have something in your right hand but nothing in your left.
Ask a student: *Have I got anything in my left hand?*
Ask another student: *Have I got anything in my right hand?*
Write the questions on the board, underlining the word *anything*.
Open your hands and elicit: *You've got something in your right hand but you haven't got anything in your left hand.*
Write the sentence on the board underlining *something* and *anything*.
- **Someone or anyone?** Ask: *Is there anyone in here with a mobile phone?*
If nobody has, elicit the answer: *No, there isn't anyone.*
If somebody has, elicit the answer: *Yes, there's someone (at the back, in the 3rd row, etc.)*
Say that *someone* and *anyone* follow the same rules as *some* and *any* and *something/anything*.

Extension

- **Any, anything and anyone/anybody in positive sentences** Explain that these words can also be used in positive sentences like:
Choose any number between 1 and 10. (= it doesn't matter which number.)
You can have anything you like. (= it doesn't matter what you choose.)
Anyone/anybody can play this game. It's easy.

Answers to WHAT'S THE RULE? 7:

A 1 *some* 2 *any* 3 *any* 4 *some* **B** 1 *anything* 2 *anything* **C** 1 *anyone* 2 *someone*
REMEMBER! 1 *positive* 2 *negative; questions* 3 *'Yes'; offer*

Some OR any; something OR anything; someone OR anyone?

I've got some money. I haven't got any tickets. Can I have some tea?

Would you like some milk? There's something in there. – I can't see anything.

Is there anyone at home? – Yes, there's someone coming.

● What did you buy?

Form two teams, A and B. Choose a letter, for example 'S'.

Tell team A they must think of two things you can buy beginning with 'S'.

One member of team A then says what he/she bought and what he/she didn't buy.

Example:

I went shopping yesterday and I bought some (socks) but I didn't buy any (shoes).

If the use of *some* and *any* is correct, team A get a point.

Tell team B another letter and continue in the same way.

● Draw two pictures

Students sit in pairs, A and B, with their backs to each other.

They should then decide together one thing that they are both going to draw.

Choose from:

a bedroom, a street, a campsite, a garden, an office, a shop, a table in a restaurant

Students A and B should take it in turns to ask each other questions about what is in their respective pictures using *some, any, something, anything, someone* or *anyone*. The pictures they draw should be as similar as possible.

A: *There are **some** tents in my picture.*

B: *Are there **any** people in the tents?*

A: *Yes, there's **somebody** in one of the tents.*

B: *Is there **anything** else in that tent?*

A: *No, there isn't **anything** else.*

When both pictures are finished, students compare what they have drawn.

● How good is your memory?

One student at a time (X) sits at the front with his/her back to the class.

Other students in the class ask X questions, using *any, anything* or *anyone*.

X answers using *some, something, someone, any, anything* or *anyone*.

Example:

A: *Is there **anyone** in the class with a red sweater on?*

X: *Yes, there's **someone** in the front row.*

B: *Are there **any** girls with glasses?*

X: *No, there aren't **any**.*

● Noughts and crosses

Write these words on the board in squares.

SOMETHING	ANY	ANYONE
ANYBODY	SOME	SOMEBODY
SOMEWHERE	SOMEONE	ANYTHING

If necessary, point out that *anyone* and *anybody* mean the same, as do *someone* and *somebody*.

Form two teams – O's and X's. Team O choose a square. In less than 10 seconds they must think of a sentence using the word in that square correctly.

If the sentence is correct, a member of team O rubs out the word and replaces it with O. If the sentence is wrong the word stays.

Team X then choose a square and think of a correct sentence in the same way.

Each team tries to make a line of O's or X's before the other.

Answers to PRACTICE EXERCISES 7:

1 1 True 2 True 3 False 4 True 5 True 2 1 any 2 someone 3 someone 4 anyone 5 something 6 Some 7 anything
8 anything 9 Any 10 some 11 any 12 something 13 some 14 some 3 1 anyone 2 anyone 3 someone 4 any 5 some 6 any
7 anything 8 something 9 some 10 any 11 anything

Some OR any; something OR anything; someone OR anyone?

*I've got some money. I haven't got any tickets. Can I have some tea?
Would you like some milk? There's something in there. – I can't see anything.
Is there anyone at home? – Yes, there's someone coming.*

1 Read these rules. Then write *True* or *False* after each one.

- | | |
|---|----------------------|
| 1 We usually use <i>some</i> in positive sentences. | <i>True</i>
..... |
| 2 We usually use <i>anything</i> in negative sentences and questions. | |
| 3 We usually use <i>someone</i> in negative sentences and questions. | |
| 4 We usually use <i>any</i> in negative sentences and questions. | |
| 5 We use <i>some</i> in questions which are offers. | |

2 James has just come home. He's talking to his mother. Underline the correct alternative.

JAMES: Have there been (1) *some* / *any* phone calls for me?

MOTHER: Yes, (2) *someone* / *anyone* called Anna phoned about an hour ago.

JAMES: I know (3) *someone* / *anyone* called Hannah but I don't know

(4) *someone* / *anyone* called Anna. What did she want?

MOTHER: She said (5) *something* / *anything* about a party.

(6) *Some* / *Any* of your friends will be there, she said.

JAMES: Did she say (7) *something* / *anything* else?

MOTHER: No, she didn't say (8) *something* / *anything* else.

JAMES: OK, I'll phone her. (9) *Some* / *Any* other messages?

MOTHER: No. There were (10) *some* / *any* other phone calls but there weren't

(11) *some* / *any* for you.

JAMES: OK, thanks. Um, can I have (12) *something* / *anything* to eat?

MOTHER: Yes, of course. Would you like (13) *some* / *any* spaghetti?

JAMES: Yes, I'd love (14) *some* / *any*.

3 Look at this picture and complete the sentences, using *some*, *any*, *something*, *anything*, *someone* or *anyone*.

Is (1) *anyone* sitting at the table? No, there isn't (2) at the table but there is (3) at the bar.

Is there (4) wine in the bottle? Yes, there's (5) in the bottle but there isn't (6) in the glass.

Is there (7) on the plate? Yes, there's (8) left on the plate. There are (9) knives on the table but there aren't (10) spoons.

There isn't (11) else on the table.



Much OR many OR a lot/lots (of); a little OR a few/very little OR very few?

I haven't got much money. How many books have you read? – I've read a lot/lots.

We ate a little rice and a few vegetables. I've got very little money and very few friends.

A *Much, many, a lot/lots (of)*

An English teacher is talking to her students at a party.

PIERRE: I'm French, but I like Italian food. I eat **a lot of** pasta.

TEACHER: Maria, you're Italian. Do you eat **much** pasta?

MARIA: No, **not much**. I don't eat **much** Italian food.

I cook **a lot of** Indian dishes, with **lots of** rice.

TEACHER: Are there **many** Indian restaurants in Italy?

MARIA: No, there aren't **many**.

ALICIA: I'm trying to lose weight. I don't eat **much**.

TEACHER: You're like me. **A lot of** people in England are trying to lose weight.



- 1 Do we use *much* or *many* with uncountable nouns (*food, pasta, etc.*)?
- 2 Do we use *much* or *many* with plural nouns (*people, restaurants, etc.*)?
- 3 Can we use *a lot of* with uncountable and plural nouns?
- 4 Do we use *much* or *a lot of* in positive sentences?
- 5 Do we usually use *much* and *many* in negative sentences and questions?
- 6 Can we use *much, many* and *a lot* on their own, without a noun?
- 7 What is another way of saying *a lot of*?

B *A little/a few and very little/very few*

ALICIA: When I came to England, I knew **very few** people and I spoke **very little** English.

But now I've got **a few** friends and I speak **a little** English, so life is easier.

TEACHER: You speak a lot of English! Would you like some wine?

ALICIA: Yes, I like wine. Just **a little**, please.

TEACHER: And some nuts?

ALICIA: Just **a few**. Thank you.

- 1 Do we use *a little* or *a few* with uncountable nouns (*wine, bread, etc.*)?
- 2 Do we use *a little* or *a few* with plural nouns (*people, friends, etc.*)?
- a She's got **a few** friends. b She's got **very few** friends. c Give me **a little** wine. d Give me **very little** wine.
- 3 Which sentences have a positive meaning? ☐ ☐ Which have a negative meaning? ☐ ☐

REMEMBER!

Complete the rules, using *much, many* or *a lot (of)*.

- 1 We use and with uncountable nouns (*pasta, food, etc.*).
 - 2 We use and with plural nouns (*dishes, restaurants, etc.*).
 - 3 We can use **a lot (of)** in positive and negative sentences and in questions. But we nearly always use and in negative sentences or questions.
 - 4 We can use on their own, without a noun.
 - 5 **A lot of** and mean the same.
- Complete these rules, using *a little, very little, a few, very few*.
- 6 We use and with uncountable nouns (*wine, rice, etc.*).
 - 7 We use and with plural nouns.
 - 8 and have a positive meaning (= a small number/a small amount).
 - 9 and have a negative meaning (= not many/not much).

Much OR many OR a lot/lots (of); a little OR a few/very little OR very few?

*I haven't got much money. How many books have you read? – I've read a lot/lots.
We ate a little rice and a few vegetables. I've got very little money and very few friends.*

The problem: Students tend not to use a lot of, and they confuse the use of much/many, few/little.
Typical mistakes: *I drink ~~much~~ wine. I eat ~~many~~ potatoes. My teacher has very ~~few~~ patience.*

- **Much, many, a lot of** Write these sentences on the board, underlining the key words:
*I've got a lot of money. Have you got much money? He hasn't got much money.
I've got a lot of friends. Have you got many friends? He hasn't got many friends.*
Ask: *Where do we use a lot of? Where do we use much? Where do we use many?*
Elicit: **Much** and **many** in negative sentences and questions. **A lot of** in positive sentences.
Ask: *Is money a plural noun? (No. It's an uncountable noun) Is friends a plural noun? (Yes.)*
Do we use many with uncountable nouns? (No. We use much. We use many with plural nouns.)
What about a lot of? (We use it with uncountable and plural nouns.)
Explain that a lot of can also be used in negative sentences and in questions:
He hasn't got a lot of money. Have you got a lot of friends?
Also, tell students that a lot (of) can be replaced by lots (of).
- **Practice** Ask the class: *How much money have I got?*
Then look in your pockets or your bag and bring out just one or two coins.
Elicit: *You haven't got much. OR You haven't got a lot.*
Put a lot of books on the table, and ask: *Are there many books on the table?*
Elicit: *Yes, there are a lot. (NOT Yes, there are many.)*
Now show other things and ask students to ask and answer a question using much, many, a lot (of).
Examples: Show a bottle with very little water in it, a bag filled with clothes, a picture of a big crowd at a match. Draw a wardrobe with just one sweater hanging in it.
- **A few/a little and very few/very little** Write on the board:
When Jack goes on holiday, he does a little fishing and he reads a few books.
Say: *He doesn't do much fishing, but he does a little. He doesn't read many books, but he reads a few.*
Ask: *Is books singular or plural? What kind of a noun is fishing?*
Elicit: **A little** with uncountable nouns, **a few** with countable nouns.
Write on the board: *Jack reads a few books when he goes on holiday. Harry reads very few books.*
Ask: *Does Harry like reading? (No.) Does Jack like reading more than Harry? (Yes.)*
Elicit: **A little/a few** have a positive meaning, **very little/very few** have a negative meaning.
(NB Very few/very little are more commonly used than few/little, which are also possible.)

Extensions

- **Plenty (of)** Write on the board: *It's 8.00. The train leaves at 9.00. It takes ten minutes to get to the station. We've got plenty of time.*
Ask students to suggest the meaning of plenty (of) (= more than enough.)
Ask them to provide other similar examples.
- **Many in positive sentences** Explain to students that many is sometimes used in positive sentences.
(*Many foreign students come to Britain.*) This usually occurs in more formal English.

Answers to WHAT'S THE RULE? 8:

A 1 much 2 many 3 Yes 4 a lot of 5 Yes 6 Yes 7 lots of **B** 1 a little 2 a few 3 a, c (positive); b, d (negative)
REMEMBER! 1 much; a lot of 2 many; a lot of 3 much; many 4 much, many, a lot 5 lots of 6 a little; very little 7 a few; very few
8 a little; a few 9 very little; very few

Much OR many OR a lot/lots (of); a little OR a few/very little OR very few?

I haven't got much money. How many books have you read? – I've read a lot/lots.

We ate a little rice and a few vegetables. I've got very little money and very few friends.

● **Imagine how much**

Show the class two contrasting photos, for example, a pop star or a famous model and a poor person.

Ask students to imagine what each of these people has got, what each of them does.

Tell them to think of sentences, using *much*, *many* and *a lot/lots (of)*.

Each student says his/her sentence and comes to write it on the board.

Examples:

She makes a lot of records.

She earns a lot of money.

She wears a lot of fantastic clothes.

She's very slim - she doesn't eat much.

He hasn't got much money.

He hasn't got many friends.

He's got a lot of problems.

Examples:

a film star, a model, a teacher,

a policeman, a priest, a politician,

a soldier, a businessman/woman

● **Asking how much and how many**

Students work in pairs and ask each other personal questions about friends, clothes, tapes/CDs, books, food, etc.

Examples:

How many books do you read?

How much money do you spend on clothes?

Do you eat much for breakfast?

Have you been to many foreign countries?

Then each student writes seven sentences about himself/herself, or about his/her partner, using *much*, *many*, *a lot/lots (of)*, *a little*, *a few*, *very little*, *very few*.

Students can read their sentences to the class.

● **What am I?**

Ask the class: *What am I? What's my job?*

Listen. I spend lots of time outside. I spend very little time in the house. I look after a lot of animals. If I didn't exist, people wouldn't have much food.

Students guess your job. (You're a farmer.)

Write these words on the board:

much, many, a lot/lots (of), a little, a few, very little, very few

Then give students a few minutes to prepare a series of sentences describing a particular person or a particular job, using the words on the board.

Divide students into two teams and ask individual students to read out their sentences while the other team guesses what they are. Each team gets a point for a correct guess.

● **Create an advertisement**

Students work in small groups. Each group creates a simple advertisement for a product or a holiday destination, etc. They must use one or two sentences including *much*, *many*, *a lot/lots (of)*, *a little*, *a few*, *very little*, *very few*.

Write an example on the board:

You don't have many holidays. You haven't got much money. There are lots of places you want to visit. Well, we've got a few ideas. Phone Cheapo Tours where big holidays cost very little.

If students need help, give them other suggestions:

A pet food: *Does your cat have much energy?*

A new computer: *Do you have many problems with the Internet?*

A deodorant: *Have you lost a lot of girlfriends/boyfriends?*

Answers to PRACTICE EXERCISES 8:

1 1 True 2 True 3 True 4 False 5 True 6 False 2 1 a few 2 many 3 lots of 4 many 5 many 6 very few 7 much 8 a little
9 much 10 much 11 many 12 a few 13 much 14 a lot 3 1 much many 2 much (people) many (people) 3 ✓ 4 a few a little
5 ✓ 6 very little very few 7 a little a few 8 ✓ 9 many much 10 very little very few

Much OR many OR a lot/lots (of); a little OR a few/very little OR very few?

I haven't got much money. How many books have you read? – I've read a lot/lots.

We ate a little rice and a few vegetables. I've got very little money and very few friends.

1 Read these sentences. Then look at the rules and write *True* or *False* after each one.

Helen's got a lot of friends. She doesn't spend much time on her own.
Does she spend much time at home? No, she spends very little time at home.
She hasn't got many free evenings. She always gets a few e-mails every day.

Laura spends a lot of time at home. She isn't invited to many parties. Does she get many e-mails?
No, and she doesn't get many phone calls. She's got very few friends.

- | | |
|---|------------|
| 1 We use <i>a lot/lots of</i> in positive sentences. | True |
| 2 We use <i>much</i> and <i>many</i> in negative sentences and questions. | |
| 3 We don't use <i>much</i> with plural nouns. | |
| 4 We use <i>many</i> with plural nouns and uncountable nouns. | |
| 5 We don't use <i>a few</i> and <i>very few</i> with uncountable nouns. | |
| 6 This sentence is correct: <i>She's got a little friends.</i> | |

2 Paul's asking a travel agent about the island of Joros. Underline the correct alternative.

- | | |
|--|---|
| PAUL: Can I ask you (1 <u>a few</u> / a little) questions about Joros? | AGENT: There's (8 <u>a few</u> / a little), but not (9 <i>many</i> / much). |
| AGENT: Yes, of course. It's a lovely island. | PAUL: Is there (10 <u>a few</u> / much) traffic on the island? |
| PAUL: Are there (2 <i>much</i> / many) beaches? | AGENT: No. Not (11 <i>much</i> / many) people have cars. |
| AGENT: Yes, there are (3 <i>very few</i> / lots of) beautiful beaches. | PAUL: Is there a flight to Joros on August 12th? |
| PAUL: Are there (4 <i>many</i> / much) tourists? | AGENT: Yes, you can go on August 12th. There are (12 <i>very few</i> / a few) seats left. |
| AGENT: No, not (5 <i>much</i> / many), because there are (6 <u>a few</u> / very few) hotels on the island. | PAUL: How (13 <i>many</i> / much) does a week in Joros cost? |
| PAUL: What about the weather? Do they have (7 <i>many</i> / much) rain in August? | AGENT: I'm afraid it costs (14 <i>much</i> / a lot) in August. |

3 Read this passage. If the line is correct, put a tick (✓). If there is a mistake, cross it out and write the correct word(s).

- | | |
|---|---------------------|
| Are there much foreign restaurants in your country? Do you eat | 1 <u>many</u> |
| much foreign food? In Britain much people eat Italian food. There | 2 |
| aren't many people in Britain who don't eat pizza and pasta. If you | 3 |
| want to eat a few Indian food, you won't have many problems | 4 |
| in Britain. There are lots of Indian restaurants too. And, if you | 5 |
| prefer Chinese food, there are very little towns where there isn't | 6 |
| a Chinese restaurant. Of course, there are a little British people who | 7 |
| don't like Italian, Indian or Chinese food, but not many. | 8 |
| So, do the British eat many British food? Well, a lot of British people | 9 |
| don't. Nowadays very little have eggs and bacon for breakfast. | 10 |

How do we talk about habits? (*usually* and *used to*)

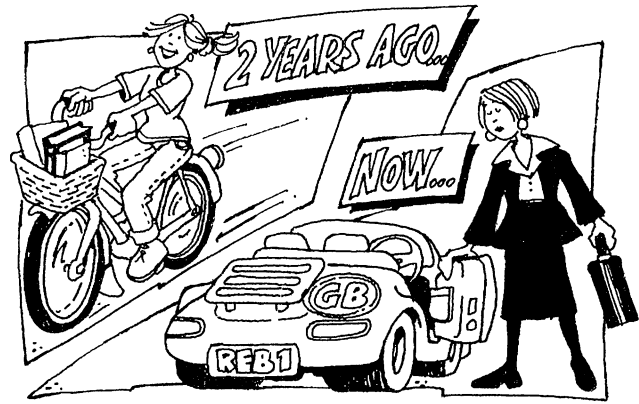
It usually rains in November. He used to play football.

A *usually* / *used to*

Rebecca ***used to*** be a student. She ***used to*** have long holidays. Now she's got a job and she ***usually*** has only 3 weeks holiday a year. She ***used to*** wear a T-shirt and jeans. Now she ***usually*** wears a suit. She ***used to*** ride a bike. Now she ***usually*** drives a car.

Answer these questions.

- 1 Is Rebecca a student now?
- 2 Does she have long holidays now?
- 3 What word tells us that these are her present habits?
- 4 What words tell us that these were her past habits or the situation in the past?



B *didn't use to*

When Rebecca was a student, she ***didn't use to*** go to bed before 2.00 and she ***didn't use to*** get up before 11.00. Now she doesn't usually go to bed after 12.00 and she doesn't usually get up late.

Make this sentence negative. *She used to get up early.*

.....



C *did she use to?*

What does she usually spend her money on nowadays? Clothes, holidays and her car. What ***did she use to*** spend her money on? Books, food and beer. But when she was a student, ***did she use to*** enjoy life? Yes, she did – more than she does now!!

Complete this question.

How much money she have,
when she was a student?



REMEMBER!

Complete these rules.

- 1 To talk about habits: ***usually***.
- 2 To talk about past habits:
- 3 The question form of ***used to*** is
- 4 The negative form of ***used to*** is

How do we talk about habits? (*usually* and *used to*)

It usually rains in November. He used to play football.

The problem: Students often confuse *usually* and *used to* and don't know how to form negatives and questions with *used to*.

Typical mistakes: *When I'm on holiday I ~~use to~~ get up late.*

When I was young I ~~m use to~~ play football.

He ~~not used to~~ smoke. Where you ~~used to~~ live?

- **Usually** Tell students about some of your present habits.

I usually come to school by bus. I usually get home at about 4 o'clock.

Write the sentences on the board underlining the word *usually*. Ask students why you used the word *usually*. (*To describe your present habits.*)

- **Used to** Tell students some facts about your life before you became a teacher and which are obviously not true now.

Examples: *I used to be a student. I used to live in Madrid. I used to have long hair.*

Write the sentences on the board underlining the words *used to*.

Ask students why you used the words *used to*. (*To describe a past situation, not true now.*)

Tell them some more about your past life – the things you used to do.

I used to ride a motorbike. I used to smoke. I used to play basketball.

Check students' understanding by asking, for example, *Do I ride a motorbike now?*

Write the sentences on the board underlining the words *used to*.

Ask students why you used the words *used to*. (*To describe past habits.*)

- **Didn't use to** Tell students about some of the things you *didn't use to do* when you were young.

Examples: *When I was young, I didn't use to wear glasses and I didn't use to have a beard.*

Ask individual students to tell the class about some of the things they didn't use to do

when they were younger. Write the most interesting examples on the board,

underlining *didn't use to*. Draw students' attention to the correct form here

(*didn't use to* NOT *didn't use to*).

- **Did you use to?** Ask individual students questions like:

Did you use to ride a bike to school? Did you use to have short hair? Did you use to live in Milan?

Write one of the questions on the board, underlining the question form *Did you use to ...?*

Get students to ask each other or yourself similar questions.

Extensions

- **Never used to** Explain that there is an alternative negative form of *used to* – *never used to*.

Examples: *We **never used to** go abroad for our holidays. I **never used to** like rap music.*

- **How long?** Draw students' attention to the fact that *used to* is not used for 'how long'.

(NOT *I ~~used to~~ smoke for three years*.)

Answers to WHAT'S THE RULE? 9:

A 1 No 2 No 3 usually 4 used to **B** 1 She didn't use to get up early **C** 1 ... did she use to have?

REMEMBER! 1 present 2 used to 3 did ... use to? 4 didn't use to

How do we talk about habits? (*usually* and *used to*)

It usually rains in November. He used to play football.

● Things in common

Students should write a sentence for each of the following:

- 1 *Something you usually do now but you didn't use to do.*
- 2 *Something you used to do but don't do now.*
- 3 *A sport or game you used to play but you don't play now.*
- 4 *A bad habit you used to have but you don't have now.*

Students work in pairs and discuss what they have written. They can then tell the class about the things they have in common.

● Students interview you

Students work in groups. Each group should choose one of the following subjects:

*music clothes TV programmes
school holidays sports hobbies*

Members of the group then prepare questions to ask you, using *used to* (*Did you use to ...?*).

Examples:

*What sort of music did you use to listen to?
Did your parents use to like that sort of music?
Did you use to buy records or cassettes?
Did you use to go to concerts?*

Each group take it in turns to ask their questions.

● Quick questions

Students move around the class for five minutes taking it in turns to ask each other questions (A asks B the question and then B asks A the same question). In that time they should try to find as many people as possible who ...

(the following should be written on the board or photocopied and handed out)

used to go to church but don't now.

used to live in a different town or city.

used to ride a bicycle to school.

used to play an instrument but don't now.

used to share a bedroom with a brother or

sister but don't now.

used to play computer games but don't now.

didn't use to bite their nails.

didn't use to have a teddy bear.

didn't use to suck their thumb.

The student who collects the most names is the winner.

● Changes

Students form groups and write sentences about the changes in their town or country during the last 50 years, using *used to* and *usually*. They can then read out some of their sentences.

Examples:

50 years ago most people used to have bicycles.

Now they usually have cars.

50 years ago people used to listen to the radio.

Now they usually watch TV.

Answers to PRACTICE EXERCISES 9:

1 1c 2a 3d 4b

2 1 Most people used to live in the country. They didn't use to live in big cities. 2 They used to work hard. They didn't use to have many holidays. 3 People didn't use to travel by car. They used to travel by train or on horseback. 4 There didn't use to be any supermarkets. There only used to be small shops. 5 People didn't use to have electricity. They used to have oil lamps instead. 6 People used to go to church on Sunday. They didn't use to go to football matches. 7 Most children used to leave school quite young. They didn't use to stay at school till they were 18. 8 Families didn't use to watch television. They used to read or talk.

3 1 ~~use~~ used 2 ~~you used~~ did you use 3 ~~used to earn~~ use to earn 4 ~~use to~~ usually 5 ✓ 6 ✓ 7 ✓ 8 ~~Was~~ Did 9 ~~use~~ used 10 ~~use~~ used 11 ✓ 12 ~~usually~~ used to

How do we talk about habits? (usually and used to)

It usually rains in November. He used to play football.

1 Match the two parts of the sentence.

- 1 I used to wear jeans

☒

a but I do now.
- 2 I didn't use to wear a tie

☐

b When I was a student.
- 3 I usually wear a suit

☐

c but I don't now.
- 4 When did you use to wear jeans?

☐

d when I go to work.

2 Make sentences about life 100 years ago, using *used to* or *didn't use to*.

Example: Most women / stay at home. They / have / jobs.
Most women **used to** stay at home. They **didn't use to** have jobs.

- 1 Most people / live in the country. They / live / in big cities.

.....
- 2 They / work / hard. They / have / many holidays.

.....
- 3 People / travel / by car. They / travel / by train or on horseback.

.....
- 4 There / be / any supermarkets. There only / be / small shops.

.....
- 5 People / have / electricity. They / have / oil lamps instead.

.....
- 6 People / go / to church on Sunday. They / go / to football matches.

.....
- 7 Most children / leave school quite young. They / stay at school till they were 18.

.....
- 8 Families / watch television. They / read or talk.

.....

3 Two old men are talking about the past. If the line is correct, put a tick (✓).
If there is a mistake, ~~cross it out~~ and write the correct word(s).

- FRED: Everything ~~use~~ to be much cheaper when we were young.

1 *used*
- BERT: That's true. But how much you used to earn?

2
- FRED: I didn't used to earn much but it always used to be enough.

3
- BERT: Nowadays people use to go abroad for their holidays.

4
- They didn't use to when I was a boy.

5
- FRED: Well we don't. We don't usually have foreign holidays.

6
- We usually go to the same place in this country every year.

7
- BERT: Was there use to be much crime when you were young?

8
- FRED: No, there never use to be as much crime as there is today.

9
- The streets use to be much safer than they are now.

10
- BERT: But my parents always used to complain about 'modern'

11
- things. People always say things usually be better before.

12

How do we use *so* and *neither*?

I like ice-cream. – So do I. I don't like fish. – Neither do I.

Is he coming? – Yes, I think so. Is she English? – No, I don't think so.

A *So* and *neither*

Nick and Kate are trying to organise a party next weekend.

KATE: I'm busy on Friday.

NICK: ***So am I***, and ***so is Lisa***. And Jo's going out on Friday.

KATE: ***So is Leo***.

NICK: I'm not free on Sunday.

KATE: ***Neither am I***, and ***neither is Helen***.

And Diana can't come on Sunday.

NICK: ***Neither can Mark***. And Leo works on Sunday evening.

KATE: ***So do I*** and ***so does Lisa***.

NICK: I haven't asked Harry yet.

KATE: ***Neither have I***. I phoned him last night.

NICK: ***So did I***, but he wasn't there.

KATE: Well, Saturday seems the only possibility.

	FRIDAY	SATURDAY	SUNDAY
KATE	X	✓	X
HELEN	✓	✓	X
NICK	X	✓	X
MARK	✓	✓	X
LISA	X	✓	X
ZOE	✓	✓	✓
LEO	X	✓	X
JO	X	✓	✓
DIANA	✓	✓	X
HARRY	?	?	?

- 1 Do we use *so* or *neither* after a negative statement?
- 2 We use an auxiliary verb after *so* and *neither*: Leo's going out. – So Helen.
- 3 Do we use *do/does* with *so* and *neither* after a present simple (*works/doesn't work*)?
- 4 What auxiliary do we use with *so* and *neither* after a past simple (*phoned/didn't phone*)?

B *I think so/I hope not*

They're having the party in Kate's garden next Saturday.

NICK: Is Harry coming?

KATE: Yes, ***I think so***, but I'm not sure.

NICK: Is he ill?

KATE: No, ***I don't think so***.

NICK: Will we have enough food?

KATE: ***I hope so***. Will the others bring drinks?

NICK: ***I expect so***. They usually bring something.

KATE: Is it going to rain on Saturday?

NICK: ***I hope not***. Is your boyfriend coming?

KATE: ***I'm afraid not***. He's gone on holiday.

- 1 In positive short answers, what do we use after *I think*, *I expect*, *I suppose*, *I hope*, *I'm afraid*? I think
- 2 In negative short answers, what do we use after *think*, *expect*? I don't think
- 3 In negative short answers, what do we use after *hope*, *be afraid*? I'm afraid

REMEMBER!

Complete these rules and examples.

- 1 We use *so* to agree with a positive statement and *neither* with a statement.
- 2 We use forms of *be* and *have* or a modal verb (*can*, *must*, *will*, etc.) after *so* and *neither*.
(*I'm leaving. – So am I. I've finished. – So I. I won't go by bus. – Neither I.*)
- 3 We use *do*, *does* after a present simple. (*I like it. – So I. He doesn't work. – Neither my sister.*)
- 4 We use *did* after a past simple. (*I went home. – So I. She didn't sleep. – Neither he.*)
- 5 We use after *think*, *expect*, *suppose*, *hope*, *be afraid*. (Yes, I think so. NOT Yes, I ~~think~~.)
- 6 In negative sentences, we use after *I don't think*, *I don't expect*. (*I don't think so.*)
- 7 But we use after *I hope*, *I'm afraid*. (*Is he ill? – I hope not. NOT I ~~don't hope so~~.*)
- 8 We can use *so* or *not* after *suppose*. (*I don't suppose so. OR I*)

How do we use **so** and **neither**?

I like ice-cream. – So do I. I don't like fish. – Neither do I.

Is he coming? – Yes, I think so. Is she English? – No, I don't think so.

The problem: Students often forget to use an auxiliary verb after **so** and **neither**.

And they sometimes mistakenly use a negative verb after **neither**.

In short answers after **think**, **hope**, **suppose**, etc. students forget to use **so**.

Typical mistakes: *I like tennis. – So ~~like~~ I. She can't come. – Neither ~~can't~~ I.*

Are they coming? – I ~~think~~. Is she happy? – I hope ~~it~~.

- **So/Neither** Show students the form and meaning of **So/Neither** + auxiliary + subject.

Write these sentences on the board, showing by the arrows the correct auxiliary:

A: I'm learning English. B: So am I. C: I haven't been to the USA. D: Neither have I.

E: My brother plays rugby. F: So does mine.

X: Chelsea didn't win. Y: Neither did Leeds United.

Tell the class that B's answer means *I'm learning English too*, and that D's answer means *I haven't been to the USA either*.

Ask: *What does F's answer mean? (My brother plays rugby too.)*

What does Y's answer mean? (Leeds United didn't win either.)

Ask: *When do we use **so**? (After a positive statement.)*

*When do we use **neither**? (After a negative statement.)*

Then ask: *When do we use **do/does** after **so/neither**? (After a statement with a verb in the present simple.) When do we use **did**? (After a statement with a verb in the past simple.)*

NB Tell students that in this construction we can use **nor** in place of **neither** – they mean the same: *I don't like fish. – Neither do I. OR Nor do I.*

- **I think so, I hope not** Write this question and answer on the board:

Can you play tennis tomorrow? – Yes, I think so.

Ask students to give you other verbs that we can use in these short answers with **so**. Write up a list: *I suppose so, I expect so, I hope so, I'm afraid so.* (See also *Extension* below.)

To show the negative forms, write these questions and answers on the board:

Will Japan win the World Cup? – No, I don't think so. Will the restaurant be closed? – I hope not.

Then write these two headings on the board. See if students can put the correct verbs under each one.

Negative + so

Positive + not

I don't think so

I hope not

I don't expect so

I'm afraid not

I don't suppose so

I suppose not

Extension

- **Other verbs used with **so/not**** Tell students that *imagine*, *guess* (= *suppose*), *believe* are also used in short answers with **so** or **not**: *I imagine so. / I don't imagine so. I guess so. / I guess not.*

I believe so. / I don't believe so. OR I believe not.

NB Tell students that *know* is never followed by **so**:

France won the Cup! – I know. (NOT ~~+know so~~. OR ~~+know it~~.)

Answers to WHAT'S THE RULE? 10:

A 1 *neither* 2 *is* 3 *Yes* 4 *did* **B** 1 *so* 2 *so* 3 *not*

REMEMBER! 1 *negative* 2 *have; will* 3 *do; does* 4 *did; did* 5 *so* 6 *so* 7 *not* 8 *suppose not*

10 CLASSROOM ACTIVITIES

How do we use *so* and *neither*?

I like ice-cream. – So do I. I don't like fish. – Neither do I.
Is he coming? – Yes, I think so. Is she English? – No, I don't think so.

● We're the same!

Students work in pairs and prepare a dialogue, using *So ... I* and *Neither ... I*.

They talk about themselves and make about six statements and responses – three statements each. They should talk about situations where they do the same or feel the same as their partner. They can read out their dialogues to the class.

First, give students a few examples:

I'm 16. – So am I.

I get up at 7.30. – So do I.

I don't have coffee for breakfast. – Neither do I.

I've lived in this town all my life. – So have I.

I didn't pass my driving test first time.

– Neither did I.

At the end of each dialogue, encourage other students to correct any mistakes they've noted.

● Speed exercise

Make a list of sentences about yourself (as many sentences as there are students in your class). Think of statements that your students would normally feel the same about, or agree with you about.

Go quickly round the class, directing a statement at each student.

Students must reply using the construction *So/Neither ... I*.

Example sentences:

I live in (Rome/the name of your city).

I'm not (English, Italian, Spanish, etc.).

I don't speak Chinese.

I've been to X (a place in your town).

I've never been to the Arctic.

I got up before 9.00 this morning.

I didn't come to college last Sunday.

● Quick replies

Tell students that you're going to ask them questions. Write some possible short answers on the board:

I hope so. I expect so. I think so. I'm afraid so.

I don't think so. I don't expect so. I'm afraid not.

Prepare a list of questions and go round the class asking each student.

Examples:

Are you going to pass your exams?

Did Spain (your own country) win the World Cup?

I want to buy a car. Can you lend me the money?

Are you going abroad this year?

Will you be at college tomorrow?

Can you speak perfect English?

● Can you write a dialogue? – I think so.

Write these verbs on the board:

think, expect, suppose, hope, I'm afraid

Get students to work in pairs and prepare a short dialogue where they use short answers, using these verbs with *so* or *not*.

Read this example to the class:

A: Are you going out tonight?

B: I don't think so. What about you?

A: I'm afraid not. I'm going to work.

B: Are you going out on Saturday evening?

A: I think so. Are you going to Anna's party?

B: I hope so, but she hasn't invited me yet.

Answers to PRACTICE EXERCISES 10:

- 1 1 *So; Neither* 2 *has; has; did; don't; do* 3 *I think so; I don't expect so; I hope not* 2 1 *Neither have I. 2 So have I.*
 3 *So did I. 4 So am I. 5 So is mine. 6 Neither do I. 7 So do I. 8 Neither will I. 9 So would I. 10 Neither can I.*
 3 1 *I expect so. 2 I don't expect so. 3 I'm afraid so. 4 I don't suppose so. 5 I hope not. 6 I think so. 7 I suppose so.*
 8 *I don't think so. 9 I'm afraid not.*

How do we use *so* and *neither*?

I like ice-cream. – So do I. I don't like fish. – Neither do I.

Is he coming? – Yes, I think so. Is she English? – No, I don't think so.

1 Fill in the gaps, using *So* or *Neither*.

A: I love swimming. B: do I. X: I can't swim. Y: can I.

2 Underline the auxiliary verbs in these sentences.

A: My brother has gone to university. B: So has my sister.

A: He went last October. B: So did my sister.

A: I don't want to go to university. B: Neither do I.

3 Underline the correct answer each time.

A: Is there a bank at the station? B: Yes, I think. / I think so.

A: Will it be open now? B: I don't expect so. / No, I don't expect.

A: Will it be closed tomorrow? B: I don't hope so. / I hope not.

2 A Greek student is talking to a French student in London.

Replace the underlined sentences with *So* or *Neither* + auxiliary + subject.

DIMITRI: I've never been to London before.

LUC: I haven't either. But I've been to England before. 1 *Neither have I.*

DIMITRI: I have too. I came last year. 2

LUC: I did too. I'm staying with an English family. 3

DIMITRI: Me too. My family's very nice. 4

LUC: Mine is too. But I don't like English food very much. 5

DIMITRI: I don't either. I hate drinking tea with milk. 6

LUC: I do too. I'll never like tea with milk. 7

DIMITRI: I won't either. I'd like to go to the USA one day. 8

LUC: Me too. But it's expensive. I can't go yet. 9

DIMITRI: I can't either. 10

3 Complete this dialogue between a boy and a girl at a club. Use *I think so*, *I hope not*, etc.

BOY: Are you going to stay here all evening?

GIRL: Yes, (1 expect) *I expect so*

BOY: There are too many people here. Do you think some of them will leave soon?

GIRL: (2 expect) It's only 10.30.

BOY: Phew! It's hot. Is it always so hot in here?

GIRL: (3 be afraid)

BOY: This music's too loud, but I don't suppose they'll turn it down.

GIRL: No, (4 suppose) Um, I think that girl wants to dance with you.

BOY: (5 hope) I hate dancing. Er, is the bar open?

GIRL: Yes, (6 think)

BOY: Do they sell beer?

GIRL: (7 suppose)

BOY: Will you have a beer?

GIRL: No, (8 think) , thank you.

BOY: Well, I'd like a drink. Can you lend me some money?

GIRL: (9 be afraid) Excuse me, I'm going to dance.

Interrogative pronouns: *who* AND *whose*; *what* OR *which*?

*Who is she? Whose book is this? Who's that man? What's your name?
Which colour do you want, red or blue?*

A *Who* AND *whose*

A policeman has stopped a young driver.

POLICEMAN: Are you the owner of this car?

DRIVER: Er ... no, not exactly.

POLICEMAN: **Who** is the owner of this car?

DRIVER: **Whose** car is it? Er ... it's Dave's.

POLICEMAN: **Who's** Dave?

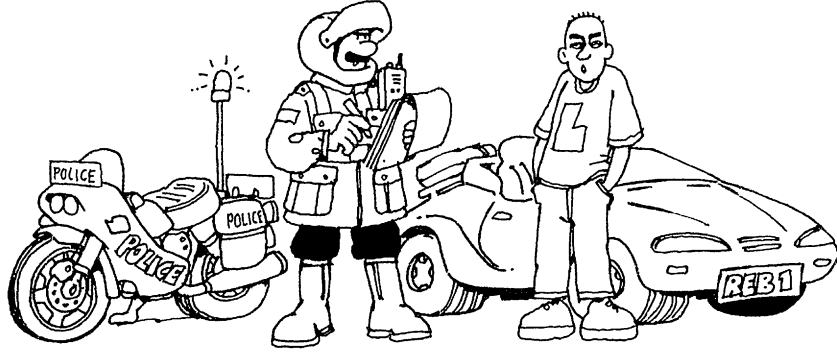
DRIVER: He's a friend.

POLICEMAN: Can I have the address?

DRIVER: **Whose** address, mine or Dave's?

POLICEMAN: Dave's.

DRIVER: Oh, Dave's ... Er, I don't know.



Mark these rules *True* or *False*.

- 1 The question word *who* is used to ask about people.
- 2 The question word *whose* is used to ask who something belongs to.
- 3 *Who's* is the short form of *whose*.

B *What* OR *which*?

POLICEMAN: **What's** your address?

DRIVER: **Which** address do you want, my mum's or my dad's?

POLICEMAN: **Which of** them do you normally live with?

DRIVER: My mum. It's 28, Brent Street, Easton.

POLICEMAN: I see. And **what's** your name?

DRIVER: Lee Carter.

POLICEMAN: OK, Mr Carter. You can explain why you're driving a stolen car
or you can come with me to the police station. **Which** do you prefer?

Underline the correct alternative.

- 1 We use *what* / *which* when there are many possible answers.
- 2 We use *what* / *which* when there are only two or a few possible answers.
- 3 We can ask a question with *Which of* not *What of* / *What of* not *Which of*.

REMEMBER!

Complete these rules and add examples from the dialogue.

- 1 We use in questions about the name or identity of someone.

Example:

- 2 We use the question word to ask who owns something.

Example:

- 3 We use the question word when there are a lot of possible answers.

Example:

- 4 We use the question word when there are very few possible answers.

Example:

Interrogative pronouns: *who* AND *whose*; *what* OR *which*?

Who is she? Whose book is this? Who's that man? What's your name?

Which colour do you want, red or blue?

The problem: Students are sometimes unsure when to use *who* and *whose* and they confuse *whose* and *who's*. They don't understand the difference between the interrogative pronouns *which* and *what*.

Typical mistakes: ~~*Of who is this?*~~ ~~*To who is that?*~~ ~~*Whose that boy over there?*~~
~~*What do you want, the black one or the blue one?*~~
~~*Which is your telephone number?*~~

● *Who* and *whose*

Ask a number of questions about the students in the class, all beginning with *Who ...?*

Examples: *Who* usually comes late? *Who* wears different clothes every day?

Who plays the drums?

Write one of the questions on the board and underline *Who*.

Get a number of students to put their bags, books, jackets, etc. on a desk at the front of the class.

First mime the question: *Whose* bag is this? then get students to ask the question and write it on the board, underlining the word *Whose*.

If necessary, compare this question with the equivalent in the students' language.

● *Whose* and *who's*

Write these two questions on the board:

A *Who's that?* B *Whose is that?*

Get students to think of suitable answers to the two questions.

Examples: A *It's me. / It's my brother. / It's the man I was telling you about.*

B *It's mine. / It's my brother's. / It belongs to the man over there.*

Ask: *What is **Who's** short for? (Who is)*

● *What* or *which*?

Ask various students questions beginning with *What ...?*

Examples: *What's your address? What's your postcode? What's your phone number?*

Now ask a number of questions beginning with *Which...?*

Examples: *Which bus do you catch to school, the 89 or the 92?*

Which do you prefer, coffee or tea? Which hand do you write with?

Which cinema do you normally go to? Which season do you like best?

Ask why you used *what* and then *which* in these questions. ('*What*' because there are many possible answers, '*which*' because there are only two or a few possible answers.)

Write this short dialogue on the board:

– *What's* your phone number?

– *Which* phone number do you mean, my home number or my mobile number?

Underline the words *What* and *Which*. Ask why you used the two different question words here.

● *Which of ...?*

Tell students that you can ask questions with *Which of ...* but not *What of ...*

Examples: *Which of these do you prefer? Which of the books did you read?*

Answers to WHAT'S THE RULE? 11:

A 1 True 2 True 3 False B 1 what 2 which 3 Which of not What of

REMEMBER! 1 *who* 2 *whose* 3 *what* 4 *which*

Interrogative pronouns: *who* AND *whose*; *what* OR *which*?

*Who is she? Whose book is this? Who's that man? What's your name?
Which colour do you want, red or blue?*

● Finding the right questions

Before starting the activity, think of a number of answers to questions beginning with *Who* or *Whose*.

Examples:

The President.

It's Marco's.

They're mine.

My sister.

Divide the class into two teams, A and B. Read out the first of your answers and ask team A for a question which would elicit that answer. The question must begin with *Who* or *Whose*. Team B should then think of another possible question.

Example:

The President.

Who did you meet?

Who made the decision?

Who is the most important person in the country?

Example:

It's Marco's.

Whose is this bag?

Whose car is that?

Each team gets a mark for every correct question they can think of in 10 seconds.

● General knowledge quiz

Students form two teams, A and B. Together each team think of 12 questions beginning with these question words: *who*, *whose*, *what* and *which*.

Examples:

Who was the first person to land on the moon?

Whose record is number 1 at the moment?

What is the capital city of Holland?

Which is longer, a mile or a kilometre?

Teams take it in turns to ask each other questions and get marks for every correct answer.

● Write a dialogue

Students work in pairs. Together they choose one of the following situations:

A boy meets a girl for the first time at a party.

A police officer interviews the witness of a robbery.

The manager of a restaurant interviews someone for a job as a waiter/waitress.

A car salesman tries to sell a car to a customer.

A journalist interviews a politician.

A father asks his teenage son/daughter a lot of questions when he/she comes home late.

Each student then writes a line of dialogue and hands it to his/her partner who writes the next line. The dialogue should include as many examples as possible of the question words *who*, *whose*, *what* and *which*.

Finally students should read out their dialogues.

Answers to PRACTICE EXERCISES 11:

1 1c 2a 3d 4b

2 1 What 2 What 3 Which 4 Which 5 Which 6 What 7 What 8 Which 9 Which

3 1 Whose 2 Who's 3 Who 4 Who 5 What 6 Which 7 Whose 8 Which 9 What

Interrogative pronouns: *who* AND *whose*; *what* OR *which*?

Who is she? Whose book is this? Who's that man? What's your name?

Which colour do you want, red or blue?

1 Match the questions and the answers.

- | | | |
|------------------------|-------------------------------------|----------------------------------|
| 1 Who's that? | <input checked="" type="checkbox"/> | a It's my sister's. |
| 2 Whose is that? | <input type="checkbox"/> | b It's in my sister's. |
| 3 What's that? | <input type="checkbox"/> | c It's my sister. |
| 4 Which room is it in? | <input type="checkbox"/> | d It's my sister's mobile phone. |

2 Complete these travel agent's questions with *What* or *Which*.

- 1 *What* can I do for you?
- 2 sort of holiday do you want?
- 3 of these brochures have you looked at?
- 4 week in July do you want to go?
- 5 country would you prefer, Spain or Italy?
- 6 sort of things are you interested in?
- 7 do you want to do when you get there?
- 8 airport do you want to fly from, Heathrow or Gatwick?
- 9 credit card do you want to pay with, Visa or Mastercard?

3 Hannah has come home late from a party. Her mother's waiting for her. Underline the correct alternative.

MOTHER: (1 Whose / *Who's*) party was it?

HANNAH: A girl called Joanna.

MOTHER: (2 *Whose* / *Who's*) Joanna?

HANNAH: A friend from school.

MOTHER: (3 *What* / *Who*) was there?

HANNAH: Lots of people.

MOTHER: (4 *Who* / *Whose*) did you come home with?

HANNAH: A boy I met at the party.

MOTHER: (5 *What* / *Which*) is his name?

HANNAH: Damien.

MOTHER: (6 *What* / *Which*) bus did you catch, the 16 or the 21?

HANNAH: We didn't come home by bus. We came by car.

MOTHER: (7 *Whose* / *Who's*) car was it?

HANNAH: It was his mother's I think.

MOTHER: (8 *Which* / *What*) school does he go to, Monks Park or Backwell?

HANNAH: Monks Park, I think.

MOTHER: (9 *What* / *Which*) is his father's job?

HANNAH: I don't know, mum. Can I go to bed now?

Relative pronouns: *who* OR *which* OR *that*? AND *whose*

The man *who* won was French. She ate the food *that/which* was on the table.

The house (*that/which*) they bought was very big. *That's* the girl *whose* name I can't remember.

A *Who, which, that* as the subject

Yasuko, a Japanese student, is asking an English friend about words she doesn't understand.

YASUKO: What's 'a telly-addict'?

ADAM: A telly-addict is someone *who* watches television all the time.

YASUKO: What's 'a vegan'?

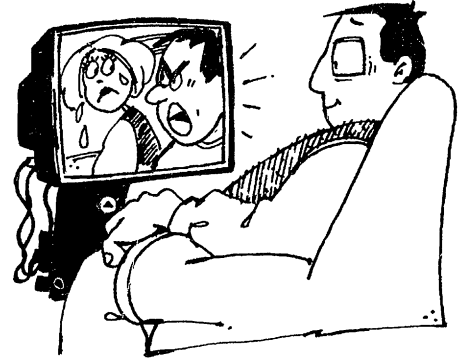
ADAM: A vegan is a person *who* doesn't eat any animal products.

YASUKO: And what's a 'dotcom'?

ADAM: It's a company *that/which* sells things on the Internet.

YASUKO: And what's 'a blockbuster'?

ADAM: It's a film or a book *that/which* has made a lot of money.



Complete this rule and the example sentences.

1 We use *who* for , and *that* or *which* for animals and things.

..... is used more often than *which*.

2 I know a lot of people don't eat meat. It's a film has been very successful.

B *Who, that, which* as the object

ADAM: This is the CD (*that/which*) I bought this morning. It was a real bargain. It was half-price.

YASUKO: A bargain?

ADAM: A bargain's something (*that/which*) you buy at a very good price.

Do you remember Kelly, the girl (*that/who*) we met at the club last night?

YASUKO: Is she the girl (*that/who*) I liked? The girl *who* sings in a band?

ADAM: Yes, that's her. Well, this is the CD (*that/which*) she made.

Look at these two sentences, then complete 1 and 2.

The girl *who* came to the club is a singer. (*The girl came.* – *the girl* is the subject.)

The girl *who* we met is a singer. (*We met the girl.* – *the girl* is the object.)

1 *Who, which, that* can be used as the object. can be used for people, animals and things, and it's the most common.

2 But in spoken English we usually leave out *that, who, which* when they are the object.

The girl *that* we met is a singer. ► The girl met is a singer.

C *Whose*

ADAM: And do you remember the boy *whose* eyes you liked?

YASUKO: You mean the boy *whose* father could speak Japanese?

ADAM: Yes. Well, he plays the guitar in Kelly's band.

We use *whose* to talk about possession (*his, her, their*). Complete the sentence.

1 She's the girl. You like her band. ► She's the girl you like.

REMEMBER!

Complete these rules about relative pronouns.

1 When they are the subject, we use for people, and or for animals/things.

2 When they are the object, we usually use instead of *who* and *which*.

3 But we usually leave out the relative pronouns when they are the

4 When we talk about possession, we use the relative pronoun

Relative pronouns: *who* OR *which* OR *that*? AND *whose*

The man *who* won was French. She ate the food *that/which* was on the table.

The house (*that/which*) they bought was very big. *That's* the girl *whose* name I can't remember.

The problem: Students often use a superfluous subject after a relative pronoun.
And they sometimes add an unnecessary pronoun object in the relative clause.
They incorrectly use *which* for people. They use the wrong word order with *whose*.

Typical mistakes: *I saw the man who he lives next door. He's the man I saw him last night.*
I hate people which smoke. She's the girl whose I know the father.

- **Who, that, which as subject** Draw two men on the board. Write under the first man: *He can speak Russian.* Write under the second man: *He can't speak Russian.*

Say to the class: *I've got a letter from a Russian friend, but I don't understand Russian.*
Which man can help me? (Point to the men on the board.)

Elicit the answer: *The man who can speak Russian.*

Then ask: *Which man can't help me?* (*The man who can't speak Russian.*)

Write these two answers on the board, underlining *who*.

Now draw two cars on the board. Under the first car, write: *It costs \$3000.*

Write under the second car: *It costs \$1500.*

Say to the class: *I want to buy a car, but I've only got \$2000. Which car can I buy?*

Elicit the answer: *The car that OR which costs \$1500.*

Then ask: *Which car can't I buy?* (Elicit: *The car that OR which costs \$3000.*)

Write the two answers with alternatives on the board, underlining *that* and *which*.

Tell the class that *who*, *that*, *which* are relative pronouns. We use them to identify people and things.

Ask: *Which relative pronoun do we use with people?* (*who*)

Which relative pronouns do we use with things? (*that* OR *which*)

Tell students that we use *that* more often than *which*.

(Note: We can quite often use *that*, instead of *who*, when it is the subject of the relative clause: *She's the girl **that** lives in London.* However, since this isn't always the case, we suggest you don't confuse students at this stage.)

- **Who, that, which as object** Write these two sentences on the board:
A *I met a girl who knows you.* (The girl knows you. – the girl is the subject.)
B *I met a girl that (OR who) you know.* (You know the girl. – the girl is the object.)

Say to students: *In sentences like B we use **that** for things and (Elicit: people.)*

Then write: *I met a girl you know.*

Ask students: *In sentences like B is it necessary to use **that** or **who**?* (No.)

Explain that in B-type sentences we usually leave out the relative pronoun.

Extensions

- Write on the board: *This is a photo of the school I went to. This is the bed the queen slept in.*
Explain that we put the preposition at the end of the relative clause.
- Explain to students that *whose* can be used with things as well as people.
*He lives in a **country whose** president is a woman.*

Answers to WHAT'S THE RULE? 12:

A 1 people; *that* 2 *who*; *that* OR *which* (less common) **B** 1 *That* 2 we **C** 1 *whose* band
REMEMBER! 1 *who*; *that*; *which* 2 *that* 3 object 4 *whose*

Relative pronouns: *who* OR *which* OR *that*? AND *whose*

The man who won was French. She ate the food that/which was on the table.

The house (that/which) they bought was very big. That's the girl whose name I can't remember.

● Your likes and dislikes

Students work in pairs and identify the kind of people they both like or don't like, using the relative pronoun *who*. They write down sentences that they both agree with.

Examples:

We like people who are generous.

We like people who smile a lot.

We don't like people who smoke.

We don't like people who never smile.

Students then read their sentences to the class.

They then repeat the process, this time identifying things they like or don't like, using the relative pronouns *that* and *which*.

Examples:

We like films that make us laugh.

We like books which are easy to read.

We don't like clubs which close early.

● Who am I thinking about?

Students take it in turns to describe a person, using relative clauses. It can be someone in the class or a famous person. Give an example:

I'm thinking about someone (that/who) you all know, someone who isn't very tall, who's got long dark hair, who's very good at maths. Who am I thinking about?

The rest of the class have to guess who it is.

Then different students describe an object they're thinking about. Give them an example:

I'm thinking about something that is easy to eat, something (that) you buy in a fruit shop, something which is green or yellow, something that begins with the letter 'b'. What am I thinking about? (A banana.)

● Things you've got

Here students use a relative clause where the relative pronoun object is usually omitted.

Give some examples first:

I bought a bag yesterday. (Show your bag.)

This is the bag I bought.

My friend's on holiday. She sent me a postcard. (Show the postcard.) This is the postcard she sent.

My brother's very good-looking, but I don't like the clothes he wears.

Now ask students to think of similar sentences which relate to them.

Examples:

My mother gave me a watch for my birthday.

This is the watch she gave me.

I found some sunglasses on the beach last summer. These are the sunglasses I found.

I don't go to the XXX Club, because I don't like the music they play.

Students read out their sentences to the class.

Answers to PRACTICE EXERCISES 12:

1 who; which 2 *who; which* 3 *that; ✓* 4 *whose*

2 1 *I've got a friend who comes from Seattle.* 2 *She's a girl I met when I was in the USA.* 3 *Her father works for an American company that OR which makes computer software.* 4 *He's an American who loves England.* 5 *The village (that/which) they live in is two kilometres from my house.* 6 *The house (that/which) they live in has got a swimming pool.* 7 *The college (that/which) my friend goes to is for American students.* 8 *She's going out with a boy whose sister I know.*

3 1 *who* 2 - 3 *who* 4 *whose* 5 *who* 6 *that OR which* 7 *who* 8 - 9 *whose* 10 *who* 11 *who* 12 -

Relative pronouns: *who* OR *which* OR *that*? AND *whose*

The man who won was French. She ate the food that/which was on the table.

The house (that/which) they bought was very big. That's the girl whose name I can't remember.

1 1 Underline the relative pronouns in these sentences.

A: Are you the girl who lives in King Street?

B: Yes, I live at number 7, the house which is next to the church.

2 Fill in the gap with *who* or *which*.

x: Are you the girl works in a shop?

y: Yes, I work in a shop sells children's clothes.

3 Add the relative pronoun *that* if necessary. If the sentence is correct, put a tick (✓).

He bought a car (?) cost a lot of money.

The car (?) he bought cost a lot of money.

4 Complete this sentence.

I know a guitar player guitar cost \$10,000.

2 Combine the two sentences into one, using *who*, *that*, *which* or *whose*, or no relative pronoun at all.

1 I've got a friend. She comes from Seattle. *I've got a friend who comes from Seattle.*

2 She's a girl. I met her when I was in the USA.

3 Her father works for an American company. It makes computer software.

4 He's an American. He loves England.

5 They live in a village. It's two kilometres from my house.

The village live in is

6 They live in a house. It's got a swimming pool.

The house

7 My friend goes to a college. It's for American students.

The college

8 She's going out with a boy. I know his sister.

.....

3 Sam's phoning Sadie. Complete the dialogue, using *who*, *that*, *which* or *whose*.

If a relative pronoun isn't necessary, put a dash (-).

SAM: Hi, Sadie.

SADIE: Who are you? Are you the man (1)*who*.....'s coming to repair my stereo?

SAM: No, I'm the boy (2) you met at Steve's party. I'm the one (3) lent you the mobile phone.

SADIE: Are you the boy (4) cigarette burned my arm? The boy (5) works for the company (6) makes dog food?

SAM: No. I'm the one (7) had the motorbike (8) you liked.

SADIE: Oh! Are you the one (9) sister I know? Are you the one (10) danced so well? Are you the boy (11) kissed me? Oh, Tom, it's you!

SAM: No, my name's not Tom. And you've still got the phone (12) I lent you.

Object pronouns and reflexive pronouns: *me* OR *myself*?

*He looked at me. I looked at myself in the mirror. He got up. He washed. He shaved.
They looked at themselves. They looked at each other.*

A *Me* OR *myself*?

This is a letter to the problem page of a magazine.

Dear Alice,

You must help **me**. My boyfriend has left **me** but I still love **him**. He only loves **himself**!

When we were together, we really enjoyed **ourselves**. Now I never enjoy **myself**.

I think about **him** from the moment I **wake up** to the time I **go to bed** – I can't stop **myself**.

My friends **worry** about me because I'm making **myself** ill.



Complete the rule and answer the questions.

- 1 **Me** is an object pronoun. **self** is a reflexive pronoun.
- 2 He doesn't love her. Are **he** and **her** the same person?
- 3 She doesn't enjoy herself. Do **she** and **herself** refer to the same person?
- 4 She wakes up early. Do we use a reflexive pronoun with the verb **wake up**?

B *Ourselves/themselves* OR *each other*?

Before he left me, we really enjoyed **ourselves**. We phoned **each other** every day and we saw **each other** every evening. We bought **each other** presents. We told **each other** everything. We really loved **each other**. Now we don't even talk to **each other**.

My friends know how unhappy I am, and they blame **themselves**. They told **each other** he wasn't the right boy for me. But they never told me. I'm so unhappy! What should I do?

A They bought **themselves** presents.

B They bought **each other** presents.

- 1 Which sentence means he bought presents for her and she bought presents for him? ☐
- 2 Which sentence means he bought presents for himself and she bought presents for herself? ☐

REMEMBER!

Complete the rules and answer the questions.

- 1 **She** loves **him**. Is the subject *she* the same person as the object *him*?

In this example, we use an pronoun (*him*) not a reflexive pronoun.

The object pronouns are: *me, you, him, her, it, us* and

- 2 **He** loves **himself**. Is the subject *he* the same person as the object *himself*?

In this example, we use a pronoun (*himself*).

The reflexive pronouns are: *myself, yourself, himself, herself, itself, ourselves, yourselves* and

- 3 **Jane and John** talk to **themselves**. = She talks to herself and he talks to himself.
Jane and John talk to = Jane talks to John and John talks to Jane.

Object pronouns and reflexive pronouns: *me* or *myself*?

*He looked at me. I looked at myself in the mirror. He got up. He washed. He shaved.
They looked at themselves. They looked at each other.*

The problem: Students confuse object pronouns and reflexive pronouns.

They forget to use the plural ending *-selves* with plural reflexive pronouns.

They sometimes assume that because a verb is reflexive in their own language it must also be reflexive in English. They confuse *ourselves/themselves* and *each other*.

Typical mistakes: *I cut ~~me~~. We enjoyed ~~ourselves~~ at the party.*

I got up ~~myself~~, washed ~~myself~~ and shaved ~~myself~~.

They wrote many letters to ~~themselves~~.

● **Me or myself, them or themselves?**

Ask two students (preferably a boy and a girl) to come to the front of the class.

Whisper to the boy that he should hit her (but NOT hard) and whisper to the girl that she should hit him back (but again NOT hard!).

Ask the class: *What did he do? and What did she do? (He hit her and she hit him.)*

Write this on the board underlining *her* and *him*. Tell the class that these are object pronouns.

Then ask the class to tell you all the object pronouns and write them on the board like this:

I ► me you ► you he ► him she ► her it ► it we ► us they ► them

Now mime cutting some bread and then cutting yourself with the knife.

Ask: *What did I do? (You cut yourself.)* Write this on the board and ask:

Are you and yourself the same person? Tell them that *yourself* is a reflexive pronoun.

Get other students to do the same and elicit: *He cut himself./She cut herself./They cut themselves.*

Write the sentences on the board underlining the reflexive pronouns.

Draw students' attention to the plural ending *-selves*.

- **Verbs not reflexive in English** If the mother tongue of students in the class has more reflexive verbs than English, mime those which are reflexive in their mother tongue, for example: *wake up, get up, shave, wash, sit down*.

Ask students to say what you did in each case.

Write a list on the board of those verbs which are not normally reflexive in English but are in the students' mother tongue. (Examples: *to change clothes, to dress, to go to bed, to stand up, to sit down, to lie down, to feel (+ adjective), to relax, to rest, to complain, to concentrate, to remember, to worry*.)

● **Ourselves/themselves or each other**

Take a mirror out (or borrow one from a student). Ask two students to come to the front of the class. Hold the mirror up and get them, one at a time, to look at themselves in it.

Alternatively hand a mirror to each student and get them to look at themselves in it.

Elicit from the class and then write on the board: *They're looking at themselves*. Underline *themselves*.

Now put the mirror away and get the same two students to look at each other.

Elicit from the class and then write on the board: *They're looking at each other*. Underline *each other*.

Answers to WHAT'S THE RULE? 13:

A 1 myself 2 No 3 Yes 4 No **B** 1 B 2 A

REMEMBER! 1 No; object; them 2 Yes; reflexive; themselves 3 each other

13 CLASSROOM ACTIVITIES

Object pronouns and reflexive pronouns: *me or myself?*

*He looked at me. I looked at myself in the mirror. He got up. He washed. He shaved.
They looked at themselves. They looked at each other.*

● Teach yourself?

Students work in pairs or small groups.
Together they discuss which of the following
you can teach yourself and which you need a
teacher for:

*to walk, to speak English, to swim, to play
chess, to ride a bicycle, to drive a car, to play
the piano, to sing, to cook, to draw, to read,
to type, to kick a football, to ski, to laugh,
to run, to teach*

Before they start, give them examples like
the following:

I taught myself to swim.

My sister taught herself to ski.

You definitely can't teach yourself to drive.

They should then put each skill in one of
these two columns: NEED A TEACHER and
TEACH YOURSELF.

Discuss any differences in their answers. Ask
students to think of more examples of things
they need a teacher for and things they can
teach themselves.

● The things mothers say

Students work in pairs. They can, if necessary,
look up in a grammar book a list of verbs which
are normally reflexive in English. They should
then think of the things which the mothers of
small children often say. All the examples must
contain reflexive verbs.

Examples:

Behave yourself!

Be careful or you'll hurt yourself.

They could then add the response of the child,
again using reflexive verbs.

Examples:

But I am behaving myself!

It's all right. I won't hurt myself.

● Find out

Students work in small groups and find out
from each other whether or not they have:

seen themselves on television

heard themselves on the radio

listened to themselves on a cassette

looked at themselves on a video

burnt themselves badly

cut themselves badly

hurt themselves badly playing a sport

taught themselves to play an instrument

made themselves something to wear

cooked themselves a three-course dinner

One person in each group can tell the rest of
the class what they have found out about each
other.

Example:

*Anna has heard herself on the radio but she
hasn't seen herself on TV.*

*Peter and Erik have both hurt themselves badly
playing football.*

● Think of examples

In pairs, students think of examples of
sentences, one with *ourselves/themselves*, the
other with *each other*. The sentences should
contain the same verb.

Examples:

*The two old people in the village often talk to
themselves. But they never talk to each other.*

*There are five students living in the same house
but they don't cook for each other. They prefer
to cook for themselves.*

They can read out their examples to the rest of
the class.

Answers to PRACTICE EXERCISES 13:

1 1 False 2 True 3 True 4 False 5 True 2 1 themselves 2 ourselves 3 themselves 4 themselves 5 herself 6 himself 7 ourselves 8 ourselves 9 me/myself 10 myself/me 11 myself/me 12 me/myself

3 1 HIMSELF 2 THEMSELVES 3 MYSELF 4 THEMSELVES 5 HERSELF 6 YOURSELF 7 OURSELVES 8 HIMSELF

4 1 each other 2 each other 3 each other 4 each other 5 each other 6 themselves 7 themselves 8 themselves 9 ourselves

Object pronouns and reflexive pronouns: *me* or *myself*?

*He looked at me. I looked at myself in the mirror. He got up. He washed. He shaved.
They looked at themselves. They looked at each other.*

1 Mark these statements *True* or *False*.

- 1 *He hurt him* and *He hurt himself* mean the same. *False*
- 2 In the example *She hurt herself*, *she* and *herself* are the same person.
- 3 The reflexive pronoun from *they* is *themselves*.
- 4 The verbs *to stand up*, *to sit down*, *to lie down* are reflexive in English.
- 5 *They loved each other* means *he loved her* and *she loved him*.

2 Louise, Tom and their two children went camping. In Louise's description, underline the correct alternative, or ~~cross-out~~ both alternatives if they are unnecessary.

The children enjoyed (1 *them* / *themselves*) but we definitely didn't enjoy (2 *us* / *ourselves*).

Tom and I went for a walk and left the children to look after (3 *them* / *themselves*).

They're old enough to amuse (4 *themselves* / *themselves*) for half an hour, we thought.

But when we got back, Laura had fallen off her bike and hurt (5 *her* / *herself*) and

James had tried to light the fire and burnt (6 *him* / *himself*). Then we tried to light the

gas stove and we nearly killed (7 *ourself* / *ourselves*) when it exploded. Then it started

to rain but we couldn't keep (8 *us* / *ourselves*) dry because the tent had holes in it.

But I was feeling (9 *me* / *myself*) so tired so I went to bed (10 *myself* / *me*). But I woke

up (11 *myself* / *me*) several times during the night because I felt (12 *me* / *myself*)

so cold and wet. Next time we go away, we're going to stay in a hotel.

3 Complete these newspaper headlines, using reflexive pronouns (*myself*, *ourselves*, etc.)

- 1 GUNMAN SHOT 2 THEN KILLED *HIMSELF*
- 2 CHILDREN 5 AND 7 LEFT TO LOOK AFTER
- 3 'I'M REALLY GOING TO ENJOY ' SAYS LOTTERY WINNER
- 4 CHURCH LEADER SAYS 'YOUNG PEOPLE MUST LEARN TO BEHAVE '
- 5 POP STAR GINA FINDS NEW MANAGER
- 6 'LEARN TO CONTROL ' MANAGER TELLS FOOTBALL STAR
- 7 'WE BLAME ' SAY PARENTS OF LOST CHILD
- 8 BOY, 16, BUYS LUXURY HOUSE WITH SWIMMING POOL

4 Emily and Kate are at a party. Kate doesn't know anybody so Emily is describing some of the people there. Complete what they say, using *each other* or the correct reflexive pronoun.

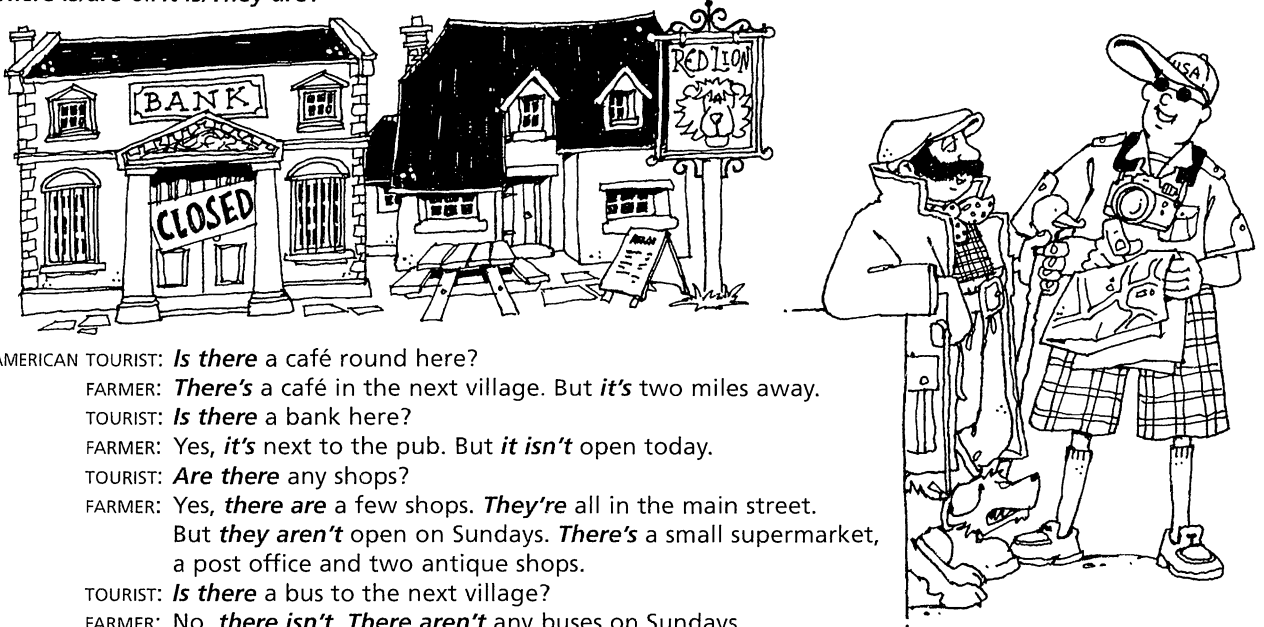
EMILY: Those two people over there – the ones who are looking at (1) *each other* all the time – have been going out with (2) for only a month but they're telling everybody how much they love (3) That couple over there have had an argument and they're not speaking to (4) They say they hate (5) Those two people by the window are very rich and they've just bought (6) a big apartment by the river. But nobody likes them because they take (7) too seriously. They can't laugh at (8)

KATE: That's all very interesting but I'm hungry! Let's get (9) something to eat.

There is/There are OR It is/They are?

There's a man at the door. It's the postman. There are two letters for you. They're from Tom.
It's 100 kilometres to London.

A There is/are OR It is/They are?



AMERICAN TOURIST: **Is there** a café round here?

FARMER: **There's** a café in the next village. But **it's** two miles away.

TOURIST: **Is there** a bank here?

FARMER: Yes, **it's** next to the pub. But **it isn't** open today.

TOURIST: **Are there** any shops?

FARMER: Yes, **there are** a few shops. **They're** all in the main street.

But **they aren't** open on Sundays. **There's** a small supermarket,
a post office and two antique shops.

TOURIST: **Is there** a bus to the next village?

FARMER: No, **there isn't**. **There aren't** any buses on Sundays.

Complete these sentences.

- 1 We don't say: ~~A café is in the village.~~ We say: a café in the village.
- 2 We use **there is** (there's) + a singular noun, and **there are** + a noun.
- 3 Write **There is** OR **There are**: a shop, a few houses and a pub.
- 4 Write **There's** OR **It's**: a pub in the village. a very old pub.

B There with other tenses

The American tourist is sitting in the café.

AMERICAN TOURIST: **Was there** much traffic in this village twenty years ago?

WAITRESS: No, **there wasn't**. **There weren't** many cars. **There were** only 200 people
living here. But **there have been** a lot of changes. Next year **there'll be** a
hundred new houses. And **there'll be** a lot more traffic.

Underline the correct alternative.

- 1 Yesterday **there are** / **there were** a lot of people in the café.
- 2 **There'll be** / **There is** a lot of traffic in the village tomorrow.
- 3 **There's** / **There has been** an accident. There's an ambulance in the street.

REMEMBER!

Complete these rules.

- 1 We use (there is or it is?) to say that something exists.
- 2 When **there is** is followed by a list of things, if the first thing is singular, we use, not **there are**.
- 3 We use (there is or it is?) when we talk about something for the first time,
and we use (there is or it is?) to give more information about it.
- 4 We can use **there** with other tenses. **There + is/are, was/....., has been/..... been, will be** and their negative forms.

There is/There are OR It is/They are?

There's a man at the door. It's the postman. There are two letters for you. They're from Tom. It's 100 kilometres to London.

The problem: Students often don't use *there is* when it's essential. They sometimes use *it's* where they should use *there is*. They mistakenly use *there is* with a plural noun.

Typical mistakes: ~~A spider is in my hair.~~ ~~It's something in my eye.~~
~~There's too many people in the car.~~

- **There** Establish the meaning and use of *There is* and its plural form *There are*.

Put three shoes (or books, or mirrors, etc.) in your bag. Take one of them out and say:

There's a shoe in my bag. Take a second one out and say: *There are two shoes in my bag.*

Write the two sentences with *there* on the board. (Write the full form *there is*.)

Ask students to explain when we use *There is* and when we use *There are*.

Then write on the board: ~~A shoe is in my bag.~~ Tell students that this is wrong – they must use *there* to say that something exists.

Then put a shoe, a mirror and two books on the table, and say:

There's a shoe, two books and a mirror on the table.

Write the sentence on the board and explain that if there's a list of things and if the first thing is singular (*a shoe*) we must use *There is*, not *There are*.

- **There OR It** Now take the third shoe out of your bag and say:

There's another shoe in my bag. Show the shoe to the class and say: *It's a black shoe.*

Write on the board: *There's a shoe in my bag. It's a black shoe.*

See if the class can explain the difference between *There is* and *It is*.

(*The first sentence says what is in my bag, what 'exists' in my bag. The second sentence gives more information about it.*)

Tell students that we can't say: ~~It's a shoe in my bag.~~

- **There + other tenses** Take the shoe, the two books and the mirror off the table.

Then ask: *What was on the table?*

Elicit the past tense: *There was a shoe. There were two books.*

(NOT ~~It was a shoe. They were two books.~~)

Then put the two books back on to the table.

And say: *If I put four more books on the table, what will be on the table?*

Elicit the future tense: *There will be (There'll be) six books.*

Now ask students about recent world news. Ask them: *What has happened in the world this week?*

Tell them to think of sentences with *There*.

Elicit sentences like: *There has been an earthquake in Japan. There has been a plane crash in America.*

There have been a lot of accidents on our roads.

Extension

- **Might, used to, going to** You can demonstrate other constructions with *There*:

I'm not going to swim here. There might be sharks!

There used to be a cinema here, but they've closed it.

Look at those black clouds. There's going to be a storm.

Answers to WHAT'S THE RULE? 14:

A 1 *There's (There is)* 2 *plural* 3 *There is* 4 *There's; It's* **B** 1 *there were* 2 *There'll be* 3 *There has been*

REMEMBER! 1 *there is* 2 *there is* 3 *there is; it is* 4 *were; have*

14 CLASSROOM ACTIVITIES

There is/There are OR It is/They are?

There's a man at the door. It's the postman. There are two letters for you. They're from Tom. It's 100 kilometres to London.

● The memory game

Put a collection of between twelve and twenty objects on your table.

Ask students: *What's on the table?*

Elicit: *There's a watch. There are two pens.* etc. (If students give a list, be sure they use the correct form of *there*: **There's** a book, two pens and a watch. OR **There are** two pens, a book and a watch.)

When all the objects have been recognised, sweep them off the table into a bag.

Then divide the class into two teams, A and B.

Ask A: *What was on the table? Name one thing.*

A: *There was a watch.*

Then ask B: *What was on the table?*

B: *There were two books.*

Continue until one team can't remember any more items. The other team is the winner.

● Describe your bedroom

Students work in pairs and give each other a picture dictation. Student A describes his/her bedroom, using **a)** a sentence with *there is/there are* followed by **b)** a sentence with *it is/they are*. Student B draws what he/she hears.

Give an example:

There isn't much space in my bedroom. It's a small room.

There's a bed. It's a single bed.

Above the bed there's a picture. It's a picture of a singer.

Opposite my bed there are some shelves.

They're full of books.

● A guessing game

Divide the class into two or four teams.

Members of each team work together to devise clues to the identity of a place, a person and a thing. For each item, they choose two statements. The first statement must start with *There* and the second with *It*.

Give them examples:

*In this American city **there's** a famous statue.*

***It's** called the Statue of Liberty. (New York)*

***There were** twenty-five people at this person's house last Saturday. **It was** her birthday party.*

(XXX - the name of someone in the class)

***There's** a lot of music on this thing. **It's** round and silver. (A CD.)*

Each team reads their statements to the other teams, who get three guesses. If they guess correctly, they get a point. If they don't, the asking team gets the point.

● Is there a cinema?

Students work in pairs and prepare a short dialogue. Student A imagines he/she lives in a particular place (London, the Arctic, a small village in England, an island in the Caribbean, etc.). Student B asks A about his/her home, using *Is there/Are there?*

Read this example to the class:

*B: **Is there a cinema on the island?***

A: Yes, there is, but it's a very small one.

*B: **Are there any animals on the island?***

A: There are only a few cats and dogs.

*B: **Are there many tourists?***

A: No, there aren't many, because there's only one hotel.

Students read their dialogues to the rest of the class.

Answers to PRACTICE EXERCISES 14:

1 1 *There's* 2 *There's* 3 *It's* 4 *There was*

2 1 *there* 2 *There* 3 *there* 4 *there* 5 *they* 6 *there* 7 *They* 8 *there* 9 *there* 10 *there* 11 *It* 12 *There*

3 1 *There are* 2 *there were* 3 *there have been* 4 *there were* 5 *They were* 6 *there'll be* 7 *there'll be* 8 *There's* 9 *It's* 10 *there's*

4 1 *There's* 2 *It's* 3 *There's* 4 *Is there* 5 *it's* 6 *it isn't* 7 *There are* 8 *they're* 9 *Are there* 10 *there aren't* 11 *There isn't*

12 *There are* 13 *They aren't* 14 *it was* 15 *There was* 16 *They were* 17 *there'll* 18 *it'll*

There is/There are or It is/They are?

There's a man at the door. It's the postman. There are two letters for you. They're from Tom.
It's 100 kilometres to London.

1 The words ~~crossed out~~ are incorrect. Write the correct words.

- 1 Look! ~~It's~~ a man in the garden! *There's*
- 2 ~~There are~~ a dog and two children with him.
- 3 Look! There's something in his hand. ~~There's~~ a gun!
- 4 ~~There's~~ an article in the newspaper yesterday about a dangerous man.

2 Marie's French and José's Spanish. Complete their dialogue, using *there* or *it* or *they*.

- MARIE: How many students are (1) *there* in your English class?
- JOSÉ: (2) are twelve. But (3) 'll be thirteen tomorrow,
because (4) 's a new student from Sweden starting tomorrow.
- MARIE: Are (5) all European?
- JOSÉ: No, (6) are three Japanese students. (7) are from Osaka.
And (8) were two students from Brazil, but they left.
- MARIE: Is (9) a video in your classroom?
- JOSÉ: Yes, (10) is. (11) 's very useful.
- MARIE: You're lucky. (12) isn't a video in our classroom.

3 Underline the correct alternative.

- (1 *They are* / *There are*) 365 days in a year. Last year in southwest England (2 *there were* / *they were*)
95 days of rain, 80 days of sunshine and 190 days of dry but cloudy weather. This year
(3 *they have been* / *there have been*) 70 days of rain already and it's only May! In April
(4 *they were* / *there were*) three thunderstorms. (5 *They were* / *There were*) very violent. Weather experts
say that this summer (6 *they'll be* / *there'll be*) more thunderstorms and (7 *it'll be* / *there'll be*) a lot more rain.
(8 *It's* / *There's*) usually a lot of rain in this region. (9 *There's* / *It's*) a very wet region. But (10 *it's* / *there's*) a
possibility that this year's rainfall will beat all records.

4 Polly wants to buy a house. She's talking to an estate agent.

Complete the dialogue, using *there* ... and *it/they* ... + parts of the verb *be*.

- AGENT: (1) *There's* a house for sale in Bickley. (2) a small village near Totnes.
(3) a church, a garage, a few houses and a pub in the village.
- POLLY: (4) a shop?
- AGENT: Yes, (5) next to the pub, but (6) open every day. But Totnes is only
two miles away. (7) some shops there. And (8) open every day.
- POLLY: (9) any trains to Plymouth?
- AGENT: No, (10) (11) a station. (12) buses to Plymouth, but
(13) very frequent.
- Did you like the flat I showed you yesterday?
- POLLY: No, (14) too small. (15) only one bedroom. And I didn't like all those
plastic cupboards in the kitchen. (16) horrible. Are there any other houses for sale?
- AGENT: I think (17) be another one next week. But (18) be a lot more expensive.

When do we use *one/ones*?

I've got a bike. Have you got one? Look at these boots. Do you like the black ones?

A Mike and Sue are on holiday.

MIKE: I bought these pears. Would you like **one**?

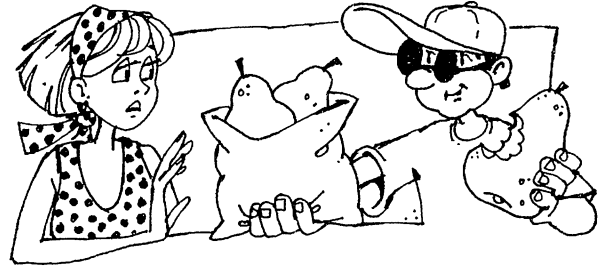
SUE: No, thanks. I need a new film for my camera.
Have you got **one**?

MIKE: No, I haven't. You can buy **one** in the hotel.

SUE: I'll buy a hat too. I need a **new one**.

And I need some sunglasses.

MIKE: Well, don't spend too much. Buy **some cheap ones**.



Fill in the gaps.

- 1 *Would you like one?* What does *one* replace here? pear.
- 2 We must use *one* after *a* + adjective (Example):
- 3 We must use after *some* + adjective.

B Sue's in the hotel shop.

ASSISTANT: I've got these hats. **Which one** do you like?

SUE: **The one** with the ribbon. **The white one**.

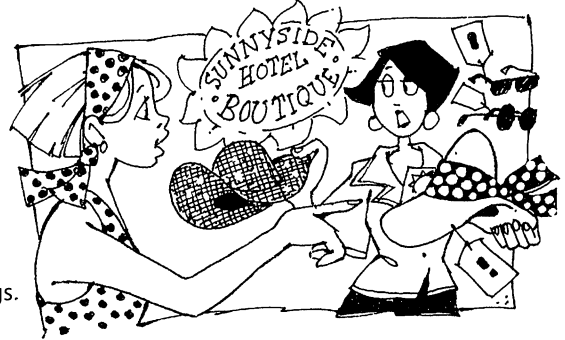
ASSISTANT: And what about sunglasses? **Which ones** do you like?

SUE: **The ones** in the window. **The black ones**.

ASSISTANT: Excuse me a moment. I'm watching that man.

SUE: **Which one**?

ASSISTANT: **The one** with the white shorts. I think he's stealing things.



Complete the sentences.

- 1 We use *Which one*? for a singular noun, and? for a plural noun.
- 2 We use *the* + *one/ones* to identify things or
- 3 We must use *one/ones* after *the* + adjective:

Look at these sunglasses. The black are nice.

C The shop assistant is talking to the man with the white shorts.

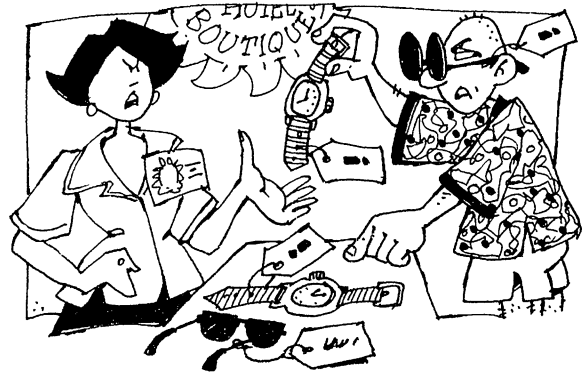
ASSISTANT: Are these watches yours?

MAN: **This one's** mine. And I found **that one** on the floor.

ASSISTANT: And what about these sunglasses?

MAN: **These** are mine and I'm going to pay for **those**.

ASSISTANT: I don't believe you. Come with me.



Complete the rules.

- 1 We often use *one* after and *that*.
- 2 We don't normally use *ones* after *these* and

REMEMBER!

Complete these rules and examples, using *the* or *a* or *some* and *one* or *ones*.

- 1 We use *one/ones* when we don't need to repeat a noun. refers back to a plural noun.
- 2 We can use on its own. It replaces *a/an* + noun: *I need a hat. I haven't got*
- 3 We must use after *a* + adjective: *I'd like a hat. Have you got white one?*
- 4 We must use after *some* + adjective:
Have you got any sunglasses? – Yes, I've got black
- 5 We must use or *ones* after *the* + adjective: *Which one do you want? – white one.*
- 6 We don't usually use after *these* and *those*. But we often use after *this* and *that*.

When do we use *one/ones*?

I've got a bike. Have you got one? Look at these boots. Do you like the black ones?

The problem: Where *one* is used on its own, students sometimes mistakenly add an indefinite article. Students don't add the necessary *one/ones* after *a/the* + adjective, or they repeat the noun(s) instead of using *one/ones*.

They use a possessive adjective + *one/ones* instead of a possessive pronoun.

Typical mistakes: *I haven't got a one with a ribbon.*

Which shoes do you want? – The black.

I've found your book but I haven't found my one.

- **One = *a/an* + noun** Mime looking for something in your bag and in your pockets. And say:

I need a pen. (Find one). Ah, there's one here, in my bag. OR Ah, I've got one.

Write these two sentences on the board. Ask: *What does **one** represent? (A pen.)*

Ask why you use *one* here. (*It isn't necessary to repeat a pen.*)

Then write on the board: *I've got some chocolates. Would you like a chocolate?*

I haven't got a car. Have you got a car?

Ask students what they would change. (► *Would you like **one**?/Have you got **one**?*)

Again, mime searching for a pen, and say:

I want a red pen. I've got a black one, but I haven't got a red one. Write this on the board.

Ask students to explain the difference between this sentence and the earlier ones.

(*When we add an adjective before **one** we must use *a/an*.*)

- **Which *one/ones*? and the *one/ones*** Draw two circles on the board, each of a different colour and size.

Ask: *Which one is smaller?* Elicit: *The (red) one.* Write this question and answer on the board.

Then draw two black circles and two smaller red circles.

Ask: *Which ones are bigger?* (*The black ones.*) Write the question and answer on the board.

Ask: *What word do we use to replace a plural noun like **circles**? (Ones).*

Then draw two people, one taller than the other and with a hat on.

Ask: *Which one is taller?* (*The one with a hat./The one who's wearing a hat.*)

Ask: *Can we use **one/ones** for people and things? (Yes.)*

- ***This/that* + *one* and *these/those*** Explain to students that *one* is often used with *this* and *that*.

Use the circles, and the people already drawn on the board to demonstrate.

Touch the red circle and point to the black circle and say: *This one is smaller than that one.* etc.

By using the two black and two red circles, demonstrate that we don't usually use *ones* after *these* and *those*: *These are bigger than those.*

Extensions

- Explain to students that we don't use *ones* after 'number' words like *some*, *any*, *a few*, *many*, *a lot*.

Give me some stamps. – I haven't got any ~~ones~~.

Have you got many CDs? – No, I haven't got many ~~ones~~.

- Explain that *one* can only replace a countable noun. You can't use it for uncountable nouns

like *milk*, *money*, *beauty*, etc. *Ugh! This milk tastes awful! I haven't got any fresh ~~one~~.*

(Here we would repeat the word *milk*.)

Answers to WHAT'S THE RULE? 15:

A 1 a (pear) 2 I need a new one. 3 ones **B** 1 Which ones? 2 people 3 ones **C** 1 this 2 those

REMEMBER! 1 Ones 2 one; one 3 one; a 4 ones; some; ones 5 one; The 6 ones; one

When do we use *one/ones*?

I've got a bike. Have you got one? Look at these boots. Do you like the black ones?

● Write a dialogue

Students work in pairs. Together they write a dialogue in a shop between a customer and a shop assistant. The customer wants to buy a melon and some tomatoes OR a sweater and some jeans.

Each student writes a line of dialogue and hands it to his/her partner who writes the next line. The dialogue should contain as many examples as possible of *one* and *ones*. Finally students should read out their dialogues.

Example:

A: *Can I have a melon please?*

B: **Which one** would you like? **This one?**

A: No, not **that one**. It's too big. **The one** on the right.

B: Ah, you mean **this one**.

A: Yes, that's right. And can I have some tomatoes please?

B: **The ones** over here?

A: No, those are too small. I'd like a kilo of **the other ones**.

● Can you remember?

Ask students to think of one bad habit they have. Write some of them on the board.

Examples:

I bite my nails.

I borrow my sister's clothes without asking her.

I talk too long on the phone.

I smoke.

Point at one student at a time. Other students should then say, for example:

Stefania is the one who bites her nails.

Julia and Paulo are the ones who smoke.

Alternatively point at one habit at a time and elicit responses like:

The one who bites her nails is Stefania.

● Quick responses

Divide the class into two teams, A and B. Ask members of each team in turn a question to which they have to respond using *one* or *ones*.

Examples:

T: *Would you like a drink?*

A: Yes, I'd love **one**.

OR *No, I've got **one**, thanks.*

T: *Which shoes did you buy?*

B: *These red **ones**.*

OR *The **ones** with the high heels.*

You can ask these questions or make up your own.

Do you want to borrow this book?

Shall we watch a film?

Which restaurant did you go to?

Did you buy any jeans?

Which hotel are you going to stay at?

Why do you always go to the same cafe?

Which of these photographs did you take?

Which boy did you like most?

Can you lend me a pen?

Have they got a car?

Which room do you want to have?

Is this your desk?

Did you see any fish?

The teams score a point for each correct answer.

Answers to PRACTICE EXERCISES 15:

1 ~~1 room~~ one 2 ~~rooms~~ ones 3 ~~room~~ one 4 ~~a porter~~ one 5 ~~a porter~~ one 6 ~~suitcases~~ ones 7 ~~suitcases~~ ones 8 ~~suitcase~~ one 9 ~~door~~ one 10 ~~door~~ one 11 ~~door~~ one 12 ~~door~~ one; ~~door~~ one

2 1 bigger one 2 fashionable ones 3 better one 4 new ones 5 blue ones 6 faster one

3 1 one 2 one by the window 3 ones 4 ones who are making a lot of noise 5 one 6 one who's talking to those women 7 ones 8 ones on the wall behind you

When do we use *one/ones*?

I've got a bike. Have you got one? Look at these boots. Do you like the black ones?

1 A foreign tourist has just arrived at a hotel in New York.

~~Cross out~~ the words in the dialogue which are repeated and write *one* or *ones*.

RECEPTIONIST: We've got three rooms free.

The ~~room~~ on the first floor is \$150 a night. 1 *one*

The rooms on the top floor are \$130. 2

TOURIST: I'll have the room on the top floor thank you. 3

Now I need a porter to help with my suitcases.

Can you get me a porter? 4

RECEPTIONIST: Certainly madam. I'll find you a porter. 5

Which suitcases are yours? 6

TOURIST: The suitcases over there. And be careful. 7

The black suitcase is very heavy. 8

RECEPTIONIST: The dining room is through the door on the left.

TOURIST: Which door? 9

RECEPTIONIST: The door next to the elevator. 10

TOURIST: This door here? 11

RECEPTIONIST: No, not that door. The green door next to it. 12

2 Joanna has just got a new, well-paid job. She's thinking about all the things she wants to buy. Complete the sentences with words from the box + *one* or *ones*.

fashionable bigger faster better blue new

- 1 My TV's very small. I can buy a *bigger one*
- 2 Most of my clothes are old-fashioned. I can buy some
- 3 My CD player isn't very good. I'll get a
- 4 Most of my shoes have got holes in them. I'll buy some
- 5 I don't like the curtains in my bedroom. They're red. I'll get some
- 6 My computer's very slow. I'll buy a

3 Use the information in the box to complete these short conversations in a restaurant, using *one* or *ones*.

by the window on the wall behind you who are making a lot of noise who's talking to those women

- | | |
|-------------------------------|--------------------------|
| – Shall we sit at that table? | – Who's that man? |
| – Which (1) <i>one</i> | – (5) Which |
| – (2) The | – (6) The |
| – Do you know those people? | – I like those pictures. |
| – (3) Which | – (7) Which |
| – (4) The | – (8) The |

Published by

DELTA PUBLISHING
39 Alexandra Road
Addlestone
Surrey KT15 2PQ

and

ENGLISH TEACHING *professional* /
First Person Publishing Limited
15 Baldwyn Gardens
London W3 6HJ

© David Bolton and
Noel Goodey 2000

First published 2000

ISBN 0 9533098 7 8

ENGLISH TEACHING *professional*

ENGLISH TEACHING *professional* (ETp) is a quarterly magazine for teachers of English worldwide, publishing articles on practical methodology and personal and professional development, and provides the fresh ideas and renewed enthusiasm that every classroom teacher needs.

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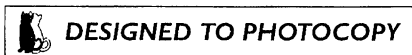
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Edited by Sally McGugan

Illustrations by John Plumb

Designed by Christine Cox

Printed in England
by Hillman Printers



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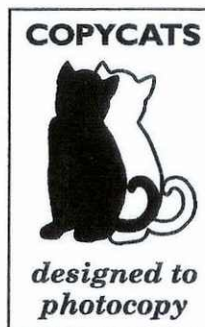
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Adjective OR adverb
(*slow* OR *slowly*)?

Where do adjectives and adverbs
go in the sentence?

Adjectives ending in *-ing* OR *-ed*
(*exciting* OR *excited*)?

How do we form comparatives
and superlatives?

Demonstratives: *this/these*
OR *that/those*?

Possessive adjectives and possessive
pronouns: *my* OR *mine*?

Some OR *any*; *something* OR
anything; *someone* OR *anyone*?

Much OR *many* OR *a lot/lots (of)*;
a little OR *a few/very little*
OR *very few*?

How do we talk about habits?
(*usually* AND *used to*)

How do we use *so* and *neither*?

Interrogative pronouns:
who AND *whose*; *what* OR *which*?

Relative pronouns: *who* OR *which*
OR *that*? AND *whose*.

Object pronouns and reflexive
pronouns: *me* OR *myself*?

There is/There are OR *It is/They are*?

When do we use *one/ones*?

ISBN 0-9533098-7-8



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